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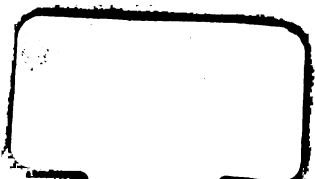
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# IDAHO BULLETIN OF EDUCATION

VOL. VII

JANUARY, 1921

No. 1

STATE OF IDAHO

Fourth Biennial Report

OF THE

## State Board of Education

—AND—

Board of Regents of the University  
of Idaho

INCLUDING

Report of State Superintendent  
of Public Instruction

1919-1920



Published Quarterly by the State Board of Education  
Boise, Idaho

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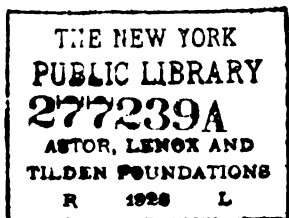
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**Report of State Superintendent  
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**AND**  
**Reports of State Educational  
Institutions**

—————  
**1919-1920**  
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# STATE BOARD OF EDUCATION

—AND—

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*Vice-President*  
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Lewiston State Normal—Evan Evans, Chairman.  
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ENOCH A. BRYAN, *Commissioner of Education, Chief Executive*  
AUSTIN C. PRICE, *Secretary and Auditor*  
MELVIN S. LEWIS, *Director of Vocational Education and Supervisor for Trades*



*To His Excellency, D. W. DAVIS, Governor, and to the  
Honorable Senate and House of Representatives of the  
Sixteenth Legislature:*

In compliance with the law we have the honor to present  
to you the fourth biennial report of the State Board of  
Education and Board of Regents of the University of Idaho,  
for the biennium ending December 31, 1920.

Respectfully submitted,

RAMSAY M. WALKER, *President.*

MRS. J. G. H. GRAVELEY, *Secretary.*

Boise, Idaho, January 1, 1921.

# REPORT OF THE STATE BOARD OF EDUCATION

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*To the Governor and State Legislature:*

The State Board of Education and Board of Regents of the University of Idaho would respectfully submit the following biennial report to the Governor and Legislature, as provided by law.

Since our last report, the following changes in the personnel of the Board have occurred:

Mrs. J. G. H. Graveley, Boise, succeeded William Healy, whose term expired in April, 1919.

Hon Irvin E. Rockwell, Bellevue, succeeded J. A. Keefer, whose term expired in April, 1920.

## ORGANIZATION OF THE BOARD

At the present time the organization of the Board is as follows:

<i>President</i> .....	Ramsay M. Walker.....	Wallace
<i>Vice President</i> .....	J. A. Lippincott.....	Idaho City
<i>Secretary</i> .....	Mrs. J. G. H. Graveley.....	Boise

## ADMINISTRATIVE STAFF

No change has been made in the administrative staff during the biennium, except in the case of the minor clerical help.

## GENERAL CONDITIONS

The biennium now closing has been one of considerable difficulty and great uncertainty in educational as in all other public concerns

At the beginning of the period, the armistice had just been declared and the period of reconstruction scarcely begun. No one could foresee the effect of war conditions upon the economic and social conditions of the country. It was generally assumed that the era of high prices had reached its crest and that stable or falling prices would ensue. Appropriations were made on that basis. In the employment of teachers and college professors and the making of budgets for the ensuing period, boards proceeded on that assumption. The results which followed were directly contrary to the assumption made by all.

To add to the difficulties of the period, the biennium began with a widespread scourge of the "flu". Schools and colleges where numbers were closely congregated were especially the victims of the epidemic. At our Industrial Training school, after we had apparently happily escaped, one hundred and fifty persons came down with the epidemic within five days. A very few deaths ensued. The public schools were closed for many weeks in the winter of 1919, and in all the schools,

lower and higher, an incomplete academic year resulted, the effects of which would continue for some years to come.

Prices of all commodities rose rapidly during the year 1919-20, so it was not possible for school teachers to make both ends meet throughout the year, even with the most rigid economy. Many boards of school directors met the emergency by allowing a bonus as a just compensation to meet conditions unknown and unexpected by either party at the time of making the annual contract. This Board made similar adjustments to the extent of its ability in the several institutions, the direct control of which is in its hands. It is quite clear that a higher level for the compensation of teachers and college professors is essential if Idaho is to maintain her rank in educational matters.

#### **FINANCES OF THE STATE EDUCATIONAL INSTITUTIONS**

With the exception of the Industrial Training School, the reports of the several institutions as of December 1st would indicate that all institutions under the care of this Board would be able to squeeze through the biennium on the total amount granted.

However, the School for the Deaf and Blind, while it will be able to turn back into the State treasury part of its appropriation for salaries, has been compelled to ask for a deficiency for operation and expense.

The exhaustion of the same fund in the Lewiston Normal School has also caused great inconvenience, though it will probably have a balance in "salaries".

The income from certification, which under the law must be applied to the cost thereof, has been sufficient to relieve the board's budget so that there will be a balance to return to the treasury.

The Albion Normal School will probably be able to return to the treasury a balance of over \$30,000.

The State University paid in to the State treasury \$24,000 received from the S. A. T. C. fund as a partial offset for \$30,000 of deficiency allowed by the last legislature.

#### **BUILDINGS UNDER CONSTRUCTION**

Two buildings were built for the School for the Deaf and Blind. The first of these is a structure 136x60, two stories and basement, to be used as a dormitory for the large girls and class rooms for the school. The board was unable to complete the basement within the appropriation and will defer for two years a request to do this. The structure is built of cream-colored brick on concrete foundation and trimmed with Boise sandstone. The approximate cost was \$50,000. A shop, gymnasium and central heating plant building, 136x48 feet, built of concrete, has also been built at an approximate cost of \$10,000. This building has a carpenter shop 24x50, a print shop 16x24, a broom-making shop 16x24, a general workshop 16x24, a gymnasium

48x70, and a boiler-room 16x48. Two boilers were purchased but not installed. The board is asking an appropriation for a heat distribution system.

#### **ADMINISTRATION BUILDING, LEWISTON**

The plans were prepared and a contract let for this building at as early a date after the adjournment of the legislature as possible. The extreme difficulty in securing materials and labor, and of getting cars at the proper time for the transportation of material, together with other causes, brought unreasonable delays. The building is now nearing completion. It was necessary in this case also to omit the finishing of the basement, and the board has concluded to defer for two years the request for an appropriation with which to finish the basement. The board is asking for an appropriation for furnishing the building. The new structure contains an auditorium capable of seating 800 people, a library, offices for the administrative staff and class rooms. It is a fireproof structure, built of steel, concrete, brick and terra cotta.

#### **SOUTH WING AT THE UNIVERSITY**

An appropriation was made for this purpose by the 1917 Legislature, but the Board of Examiners declined to permit this board to proceed with construction. Later, however, in the stress of war conditions of 1918, permission was given to proceed, provided the structure should be adapted to war purposes. As might be surmised, this handicap greatly increased the cost both directly and indirectly. The Legislature of 1919 appropriated money with which to complete the building. Much of it had to be torn down and reconstructed. With the help of part of the S. A. T. C. fund, the appropriation was sufficient to complete the building. It is now about ready for occupancy. The board will ask for money with which to build a steel library stack which is to be placed in this part of the administration building; also to erect partitions and convert the old library room into usable class rooms.

#### **GIRLS' COTTAGES AT ST. ANTHONY**

In accordance with previous recommendations of this board, the last Legislature made an appropriation for the construction of two cottages for girls at St. Anthony, to be so located as to segregate the girls from the same campus in which the boys' cottages stood. For land and buildings the Legislature appropriated \$50,000. The land cost \$3,500. It was, of course, expected that most of the money should go into material and that a good deal of the work should be done by the pupils of the school. The great increase in the cost of all materials, freight and labor has made it impossible to build buildings of sufficient size to accomplish the end in view on the money appropriated. The materials and labor now in the buildings have been paid for, but to provide for the rest of the heating, plumbing, wiring and finish

will require additional funds, which are asked for in the budget of this school.

The board is furthermore preparing to fit up the attic of one cottage for a hospital for girls, as it will not now be feasible to take patients to the hospital on the campus. It is asking also for funds to fit up and equip the other attic for a quarantine ward for girls committed to the institution affected with venereal diseases, and in a separate bill for the amendment of the law to permit the board to receive these persons on the conditions set forth in the bill. The board is also asking for the furnishing and equipping of these cottages.

It is worthy of note that the increased attendance of boys makes it necessary to use the two girls' cottages, which will be given up for the smaller boys. Even when this is done, the boys' cottages will be filled beyond the legal number allowed to a cottage.

#### GYMNASIUM AT ST. ANTHONY

It is a shame that an institution having 180 growing boys, from eight to twenty years old, has no gymnasium—not even a shed in which to take needed exercises and provide for physical development. It is to be remembered that St. Anthony is at an elevation of 5,000 feet, that it is far north and near the mountains, and that the winters are long and severe. A gymnasium is a necessity. In 1917 \$15,000 was appropriated for this purpose. On account of war conditions, it was not built, and the money reverted to the state treasury. The school is now larger and materials more costly. The board asks for \$25,000. Practically all the work will be done by the boys, as it will require a \$40,000 building to provide adequately for this part of the work.

## THE STATE INSTITUTIONS

### THE UNIVERSITY

In June, 1920, President E. H. Lindley resigned to accept the chancellorship of the University of Kansas at practically double the salary Idaho was paying him. On December 1, 1920, his successor, Dr. A. H. Upham, a graduate of Miami, A. M. of Harvard, and Ph. D. of Columbia, was inducted into the office of the presidency. During the biennium the University contributed greatly to the war, not only in men from its faculty and student body and in its instruction to the S. A. T. C. but in many other ways.

The attendance has more than doubled since this date two years ago. To make provision for the increased number of students, certain citizens of Moscow subscribed the money and built a dormitory to accommodate 100 freshman students, together with a dining hall capable of seating 175, and this board rented this building with the dining hall for a period of ten years on advantageous terms. The rental to the students of the rooms will, it is expected, pay for that

portion of the building occupied by students' rooms. In a somewhat similar way, provision has been made for the accommodation of more women students. The annual catalog for 1918-19 and 1919-20, filed herewith, will give details relative to organization and instruction.

#### **THE ALBION NORMAL SCHOOL**

Dr. George A. Axline, late president of the Albion Normal School, after many months of illness, passed away in the autumn of 1919. He was a man among men, and during his many years at Albion rendered high and honorable service to the State of Idaho, not only in the training of teachers but as a prominent citizen of the commonwealth.

Prof. C. E. Bocock, who had been connected with the institution for several years, was first made acting president and later president of the institution.

The summer sessions at Albion have been largely attended and there has been some increase in the regular attendance throughout the year.

The board notified the Albion district, in the fall of 1919, that it could not, after the close of that academic year, admit high school students to the Normal School. This was done pursuant to the policy adopted by the State Legislature that only persons graduating from the high schools or having an equivalent training could enter the teachers' profession.

#### **THE IDAHO TECHNICAL INSTITUTE**

Prior to the last session of the Legislature, President Reed of the Technical Institute died suddenly, and Professor Norman B. Adkison was made acting president during the interim. Charles R. Frazier of Seattle, Washington, was elected president and took charge in June, 1919.

The attendance of the institution has increased very greatly, both in the technical work and in the junior college. Such an increase in attendance has pressed the funds of the institution to the limit during the period. It was even found necessary to lease the farm because of lack of funds to properly operate it. The institution deserves and should have a Class A building built at once; also a central heating plant. In its own field it promises to be one of the very useful educational institutions of the State.

#### **INDUSTRIAL TRAINING SCHOOL**

J. Fred Williams, superintendent of this school, resigned in the fall of 1919 and the board elected W. D. Vincent, who for many years had been superintendent of the Blackfoot, Idaho, public schools. The selection has proved to be very fortunate.

The increase in the commitment of boys has been such as to give us at times 180. The three boys' cottages are built for twenty-five

boys each. At times they have had an average of sixty each. Only the fact of the legislative provision for segregation has prevented a serious situation in this respect. The two cottages now used by the girls will be used by boys as soon as the segregation can be made. These changes will require four additional persons for the boys' cottages and about five for the girls' cottages.

#### **LEWISTON NORMAL SCHOOL**

No change in administration has occurred. The attendance has held its own, which is better than in most states. The summer schools are largely attended and the regular number throughout the year is close to 200.

#### **PUBLIC SCHOOL AND INSTITUTIONAL FUNDS**

Your attention is again called to losses which have occurred in these funds, due to diversion of such funds to other purposes. It is probable that such unlawful diversion aggregates more than a quarter of a million of dollars. The ascertaining of the exact amounts and the making of these endowments good ought not to be delayed.

#### **VOCATIONAL EDUCATION**

The provisions of the Smith-Hughes act were accepted by the Legislature two years ago. For the more complete administration of vocational education, the board elected Melvin S. Lewis of Auburn, Washington, director of vocational education and supplied him with an adequate staff of helpers. Rapid progress has been made in this work, both in the number of schools established and in the character of the work.

In accepting the act, the state agreed to match the federal fund with an equal sum by state appropriation. A separate report of this work will be submitted by the department.

#### **VOCATIONAL REHABILITATION OF PERSONS INJURED IN INDUSTRY**

On June 2, 1920, Congress passed a bill for the vocational rehabilitation of persons injured in industry and the placing of such persons when properly trained in some occupation where they can make a living. The Legislature will be asked to accept the provisions of this act, as the Governor has already accepted it by proclamation. The operation of this act will rest chiefly on this board and on the vocational officers appointed by it.

#### **LEGISLATION**

The Board of Education, as required by law, will present certain specific recommendations relative to the amendment of the school laws. Many of the items were embodied in Senate Bill No. 131 of the 1919 Legislature and will be again presented for legislative consideration.

**CERTIFICATION OF TEACHERS**

A revision of the laws for the certification of teachers will be recommended which it is believed will simplify the laws and make for higher professional standards.

**RURAL HIGH SCHOOLS**

The rural high school law needs revision, and amendments will be submitted looking to that end. The consolidated system is working well and should not be disturbed to any great extent.

**HIGH SCHOOL INSPECTOR AND HEALTH SUPERVISOR**

The board will submit a budget which, if granted, will permit greater efficiency in the development of our high schools and health education.

**AMERICANIZATION**

The board will resubmit bills providing for Americanization work and also providing for the use of a limited fraction of the district apportionment in independent school districts in Americanization education of adults.

**BEGINNING OF THE FISCAL PERIOD**

The board would again call attention to the misfortune to the State institutions as well as to the State departments, due to the fact that all of these must incur deficiencies which are illegal prior to the passage of the appropriation bills. Two remedies are possible.

First, an emergency temporary appropriation made at the very beginning of the session, continuing the appropriation at the existing pro rata amounts for a period of two months, after the manner of Congressional action when the appropriation bills have not been passed prior to July 1st; or, second advancing the date of the beginning of the fiscal period to, say, April 1st, thus making necessary an initial appropriation covering twenty-seven months. It is unreasonable to expect every state official and board to violate the law, to say nothing of requiring stenographers and janitors as well as officers to go for a considerable period without pay.

**BOISE SUMMER SCHOOL**

The State encouraged the establishment of a summer school for the training of teachers at Boise, but by delay in action failed to provide for it in 1919. This board believes its continuation with State assistance a wise and economical means and recommends proper provision for its continuance.

**REPORTS**

The report of the Commissioner of Education, the Superintendent of Public Instruction, the Auditor of the Board, the Director of Voca-



tional Education, and the reports of the presidents and superintendents of the six institutions under its charge are submitted herewith.

#### **FISCAL REPORTS**

Lists of all expenditures of all institutions with the voucher number, to whom, what for, when paid and amount for the biennium, have been filed with the Governor, as required by law.

# REPORT OF THE COMMISSIONER OF EDUCATION

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## *To the State Board of Education:*

The most important of the many trusts committed to your care is, after all, the common school system. Recognizing fully the importance of the University, the Normal Schools, and the Technical Institute, fully conscious of your sacred duty to the deaf and the blind and the delinquent, nevertheless you are fully aware, I am sure of the fundamental importance of the more than one-third of our population between the ages of six and twenty-one, inclusive, whose education chiefly will be confined to the common public schools.

The total enumeration of children, as shown by the reports of the county superintendents, ending June 30, 1920, was 138,679, and of this number 115,192 were enrolled in the public, rural, graded and high schools. We paid out a total of \$8,769,838.26 for all school purposes in the year ending June 30, 1920, and a total of \$14,587,240.68 for the biennium ending the same date. This included the amount expended for new grounds and buildings and the amount paid on bonds and bond interest. For the instruction and operation of the schools we paid \$5,954,935.35 for the last year and a total of \$10,466,367.60 during the biennium. This sum, divided by the number of children enrolled, would show an average per capita cost for the year of \$51.70.

A comparison of the Class A independent districts for the last school year with the previous year shows an increase in the average per capita cost from \$41.01 to \$51.64, or 25.9 per cent. This comparison includes the average of all grades, both elementary and high school. It is altogether probable that the percentage of increased per capita cost for the entire system would not differ greatly from this.

## SOURCE OF REVENUE

You will permit me to recall to your mind the sources of revenue for the public schools. There are now three main sources.

First: The annual income from the permanent endowment. This now averages nearly \$4.00 per census child.

Second: The income from the county tax levied by the Commissioners, which must not be less than \$15.00 per census child.

Third: The special tax which common and independent school districts alike may levy and which in both cases is limited to ten mills.

Independent school districts may, upon application to this board, have the levy increased to fifteen mills if the financial showing justifies it. Fifty-seven districts, the list of which is given elsewhere, have received aid for the current year from this source. Four mills

for school wagons and one mill for the maintenance of athletic grounds and gymnasiums are also permitted by the law.

The forestry fund is apportioned to counties entitled to it and is apportioned to districts as provided by law.

The fourth source of revenue often relied upon, namely, a state-wide tax, has not hitherto been resorted to in this State.

#### **INCREASED COST OF THE SCHOOLS**

It has been a notorious fact that the salaries of school teachers have been lower than any workers of similar or even much lower attainments. On this account Idaho, as other states of the Union, suffered from a teacher shortage during the past two years. The rise in teachers' wages brought about by the demand of the public has partially restored the balance. There is much yet to be wished for in this direction.

#### **STANDARDS FOR TEACHERS**

The teacher shortage led to many and insistent demands during the biennium to lower the standards of preparation of teachers. As you are aware, this was resisted as far as possible in the interests of pupils, teachers and the public. For entrance to the teachers' profession, Idaho now requires first, graduation from a standard high school; second, a minimum professional training. For all higher grades the teacher must build up in experience and professional training. Last summer in the four State summer schools for teachers, namely the Normal Schools at Lewiston and Albion, the Normal at the Technical Institute, and the State summer school at Boise, there were enrolled 1100 as against 800 in any previous year. The high schools are likewise being encouraged to give in the senior year vocational teachers' courses in Arithmetic, Grammar and Geography to those who expect to teach.

#### **COUNTY SUPERINTENDENTS**

With salaries altogether too low for the services required, we have a faithful and devoted body of county superintendents, whose influence over the rural and village schools has been worthy of the highest commendation. The salaries of these faithful public servants should be materially increased.

#### **GRADED SCHOOL SYSTEMS**

In the main graded school systems are all independent districts. This word "independent" has sometimes misled newcomers, who imagined that the district so-called had no relation or responsibility to any other part of the school system. Historically, the name probably came about through the establishment by special law or "charter", prior to the adoption of the constitution, of a few specially organized districts, notably Boise, Emmett and Lewiston, and as later the larger

districts were given similar rights, the word "independent" was used, without any intention of isolating the district from the State and county organization of which they were and are an integral part. The old so-called "charters" are now wholly antiquated and are a drag upon the districts holding them, so much so that, were they not able to use the broader and more modern provision of the law, they would scarcely be able to operate at all.

### **THE MANUAL FOR THE GRADES**

The Department of Education, chiefly through the State Superintendent, has revised and rewritten the manual and course of study for the grades one to eight, and you have adopted it as revised.

### **THE HIGH SCHOOLS**

There are at the present time seventy-one high schools that have been examined by inspectors acting for the State Board of Education and placed on the accredited list as standard four-year high schools. In addition to this, there are approximately 100 four, three, two and one-year high schools in the State. There has been a marked development in the faculties, equipment, organization and buildings of the high schools, and at the present time the high schools of Idaho will compare favorably with those of any other state. It is very remarkable to note the high percentage of the total enrollment of high school students in many of our better towns and cities. One in six, one in five, four, and even one in three of the total school enrollment are high school students. In many of the older states there is but one in fifteen, twenty, or even one in thirty of the total enrollment in the high schools.

### **THE HIGH SCHOOL MANUAL**

Until this fall Idaho has been without a high school manual. With the fine cooperation of the foremost high school teachers of the State, the department has been able to prepare and publish a high school manual which compares favorably with any in the western states. The examination in Manual and Course of Study which is required by law may now be taken on the high school manual by high school teachers and on the elementary manual by elementary teachers.

### **TEACHERS' CERTIFICATES**

A revision of the certification laws will be submitted to the coming Legislature. Superintendent Redfield has done the chief work in the preparation of the revision. It is made in the interests of greater simplicity and better adaptation to existing conditions. The most important principles involve the certification of elementary teachers for elementary work and high school teachers for high school work, and the stimulation of early professional training.

### **VOCATIONAL EDUCATION**

Elsewhere in the published report will be given the report of the Vocational Department. Notable progress has been made during the biennium in this in cooperation with the Federal Smith-Hughes organization.

#### **A HIGH SCHOOL INSPECTOR**

A counterpart of the new high school manual would be provision for a state-wide high school inspector. Men from the higher institutions now do such work as is assigned, but it costs the State relatively more money with vastly less efficient results than it would to have a single state-wide inspector of high schools. The districts of the State spend large sums on the high schools. An inspector who could assist in standardizing the work in accordance with the State manual, make wise and useful suggestions for the budgets, and be an inspiration to the high schools generally, would earn his salary many times over. No up-to-date state is now without a high school inspector.

#### **HEALTH SUPERVISOR**

Since the war, everywhere, the matter of the health and physical development of school children is receiving great attention. The law has made it mandatory upon you to provide for this part of the school work. There is an absolute necessity for such a health supervisor.

#### **RURAL HIGH DISTRICTS**

We have about twenty rural high schools in the State, ranging in enrollment from 25 to 144. They are now fairly deeply rooted in the system. The law, however, is very defective. The limit of bonded indebtedness should be raised from two per cent to four per cent. The district should not be permitted to dissolve as it does now. Provision should be made for adding new districts. The requirement that it should not have in it an incorporated town should be eliminated. The six-mile limit should be extended, and there should be provision for a county rural high school where the people wish to establish it.

#### **A COUNTY UNIT SYSTEM**

This means different things in different places. Its great object, at its best, should be to provide adequate rural supervision. Class A independent districts should be excluded. Our system of consolidated districts might well be used to provide a county unit system when desired. A county unit consolidated district, excluding Class A independent districts, would require only slight modification of the existing law. In any and all events, a referendum to the voters of the county should be essential for its initiation.

#### **STATE TEACHERS' ORGANIZATION**

The teachers have been busy the past two years effecting a state-wide organization, involving activity all year, including all grades of

teachers and the cooperation of every teacher, and providing a state organ, *The Idaho Teacher*, for helping to accomplish its purposes. I know of nothing which can contribute so much to the unification of the spirit of Idaho as such an organization properly developed. As an evidence of progress, more than 3,800 out of a little more than 4,000 teachers of the State are members, each paying a membership fee in the organization of one dollar.

#### DISTRICT INSTITUTES AND ASSOCIATIONS

As you are aware, the county joint institute is used in the state instead of the separate county meetings. There are six such districts. There are from five to ten counties in a district, arranged for geographical convenience, and the membership runs from 600 to 900. The fifth day of the institute is turned over to the members for their association, which association is an integral part of the State association.

#### SCHOOL FUNDS

It is well known to you that in the course of time there have been diverted from the public school funds, in various ways, large sums of money, and that the same thing has occurred in the funds of the several State educational institutions. A recent State Auditor reported from an incomplete examination that about a quarter of a million of dollars has thus been diverted. The solemn contract of the State of Idaho with the United States, from whom these gifts have been received, make it necessary that these moneys be paid back to the respective funds to which they belong, with interest from the date at which they were diverted. Common honesty requires the same thing. Either the Legislature ought to face this necessity or suit ought to be instituted against the State to compel it to return these funds.

#### TEXT BOOKS

The difficulties arising from materials and labor have been given as excuses by the various text book companies with whom the board has contracts for aggravating delays in supplying text books. The department has been diligent in pushing the text book houses to make prompt deliveries and to keep a full supply at the depositories.

#### BONDING LIMITS

Unless labor and materials fall in prices, the bonding limit of districts must be increased.

#### DISTRICTS IN DIFFICULTIES

It will perhaps always happen that school districts will get into difficulties from which they can hardly extricate themselves. Ignorance and plain disregard of the laws are the chief sources of such difficulties. I know of no remedy.

### **POCATELLO AND NAMPA**

Existing law affects adversely two important districts of the State, and yet I know of nothing to suggest in their behalf. These cities are Pocatello and Nampa. Shops and other railway terminals are, for taxing purposes, distributed over the entire mileage of the road, and are not subject to the local tax. But such facilities inevitably bring to a railway center a large population, many of whom pay little or no tax and yet supply a large enrollment of children for the schools. This makes the schools abnormally large in proportion to the special tax. I know of no remedy.

## **THE HIGHER EDUCATIONAL INSTITUTIONS**

### **THE UNIVERSITY**

The growth of the University in the past biennium and its present condition is highly gratifying. At this time two years ago there were present 425 students. A late report shows 1,025 present. At that date we were just at the end of the war period and at low tide. The present attendance is far in excess of any past high water mark, all things considered. At this opening this fall 425 new ones presented themselves for enrollment. Fully one-half of the students are from Southern Idaho.

There has been a considerable increase in the number of the faculty, though the financial limit has prevented our adding as many as required.

### **FACULTY SALARIES**

In all universities the climax of difficulty in the matter of salaries was reached. In some institutions organizations were formed which affiliated with the Federation of Labor. In many others, excited faculty members, suffering from the distressing conditions, created serious difficulties and great embarrassment to the institutions. In many cases, in the attempt to meet the conditions, large debts were incurred by the institutions without any assurance of payment. It is therefore gratifying that the faculty of our own University behaved with such conservatism and self-restraint.

As you are aware, the board met the need to the utmost of its ability without incurring a deficiency. While the crest appears to be passed, nevertheless we must still take into account that we have been relatively on too low a scale and we must make provision for more adequate salaries if the University is to maintain the high place among institutions to which it has attained.

### **PRESIDENT E. H. LINDLEY**

We were all greatly distressed at the loss of President E. H. Lindley, who resigned to accept the chancellorship of the University of

Kansas, at a salary practically double what Idaho was paying him. The University and the State owes Dr. Lindley a deep debt of gratitude for the three years of devoted service through the trying war and post-war periods. In that period he won for the University from the people of the State a loyalty and affection which it had not before had. He carried with him the admiration and affection of our people.

#### **PRESIDENT A. H. UPHAM**

On December 1st, Dr. A. H. Upham, late of Miami University, Ohio, was inducted into the presidency of the University. In ripeness of scholarship, executive experience, maturity of judgment, and familiarity with the best in modern university life, President Upham presents qualifications which eminently fit him for the high task to which he has been called.

#### **UNIVERSITY FINANCES**

With the most rigid economy and self-denial, the biennium will come to a close without a deficiency. But if we are to keep up the stride which the University has now struck, we must have more ample funds. Around us are splendid young states, proud of their growth and building great educational institutions. They are paying higher salaries than we are. Eastern universities of similar grade are doing the same thing. We must have men worth while and buildings worth while and equipment worth while. Our great natural resources as a State can only be properly developed when our men of science can cooperate in that development to the fullest extent.

#### **SCIENCE HALL**

Among the many pressing new things, a Science Hall is the most necessary. Economy now requires that it be a Class A building. To build and equip the smallest Class A building will cost fully \$200,000. This should be done at once without question.

#### **LIBRARY STACK**

The library stack and the internal reconstruction of the old library into class rooms must be provided.

#### **HEATING SYSTEM**

Enlargement of the plant and the building of a stack and installation of automatic stokers is necessary to supply Lindley Hall and the other new structures with adequate heat.

#### **BUDGET LARGE**

It will doubtless seem to you that the budget submitted by the University is large, and you will doubtless be compelled to make reduction. But it must be remembered that it is not because the institution does not need the amounts asked and can use them to the advantage of the State, but because of the limitation of the State's resources that such reduction must be made.



### WHY A STATE UNIVERSITY?

The people of Idaho, thirty-one years ago, decreed as an integral part of its organization a State University. In doing so, they followed the custom of other states, and they accepted the munificent gifts of the entire people of the nation through their Congress. In doing so, they followed the traditions of our ancestors for a thousand years across the Atlantic and of our progenitors in the settlement of the Atlantic seaboard. But in doing so they were far more than imitators. They were conscious of the high and essential part which a university must play in the creation of a great commonwealth. They knew full well that the cherishing of scholarship, learning, scientific knowledge, is one of the foremost duties of the state. They knew that a university is not a part of the state organization to be scoffed at, flouted, crippled on every hand, and then pointed to with scorn because it accomplishes so little. Are the men and women of today less conscious than were the makers of the constitution of this sacred trust? Do they wish a university of which they may be proud or one of which they must be ashamed? Are they going to support it in its growth or press it back constantly to the meager support of pioneer days and conditions? The Legislature and State officers will in part give the answer.

### TRANSPORTATION OF STUDENTS

The State Federation of Women's Clubs in Idaho has become sponsor for a bill to equalize the educational opportunities of students of the higher institutions. It is proposed to do this by paying from a fund created for that purpose all over a certain specified sum for railway fare to these four institutions. This would appear to be a wise policy.

First, you are asking for a million dollars, for example, for the operation of the University. One per cent of this would be \$10,000. Is it worth while to add one per cent to make the one hundred per cent accomplish its prime purpose?

Second, we compete on losing terms with surrounding states in the building up of our institutions because of the handicap of distance and cost. This is especially true from the southeast and northwest corners.

Third, the principle of equalizing cost is well recognized in this State in public school wagons.

Fourth, it is a wise and economical provision against the unnecessary increase of educational institutions in the State.

### THE TECHNICAL INSTITUTE

The past two years have been of signal importance in the development of the Technical Institute at Pocatello. The great increase in attendance has pressed the appropriations to the very limit and has required a pinching that is wholly undesirable.

Most important is the much clearer development of the school as an institute of technology. All are familiar with the modern high contributions to education and industrial development of such institutions as Pratt and Drexel, Carnegie Tech and Lewis, Armour and Bradley, and many others. Easily and broadly differential from the universities, they fulfill a function none the less important and stand none the less high in the public esteem. During these two years the Technical Institute has less and less been a duplication of the Pocatello high school and more and more an institute of technology. Progress has been made in its functions as a junior college. Excluding rigidly those of inadequate preparation for collegiate work, it has given to increasing numbers genuine collegiate instruction.

Pocatello is peculiarly well adapted to offer advantages to normal school students preparing for town and city grade work. By a co-operative agreement with the city school board, the classes of the normal department have special facilities for practice work. Both the Institute and the city schools see in this work especially important advantages for the training of city grade teachers.

#### **THE SCHOOL FOR THE DEAF AND BLIND**

The new superintendent, Miss Ethel M. Hilliard, brings to the school many of the latest and best methods in the education of the deaf. As soon as the new buildings are finished, we will be able to accumulate a considerably increased enrollment. Every person interested in the welfare of the State, either from a humanitarian or economic point of view, should cooperate with the authorities in having every deaf and blind child in the State enrolled in the school.

The school ought to have at least ten acres more land. It now has twenty acres. About seven of this is taken up with buildings, yard, playground and paddocks. For the sake of having fresh milk for the children, we should keep not less than seven cows. We have two horses and a few pigs. We ought to keep a good-sized flock of chickens. Thirteen acres is not enough ground to do the required gardening and keep this stock on. The deaf boys are taught gardening and farming. More ground is necessary.

#### **THE NORMAL SCHOOLS**

Both schools are doing good work, but cannot supply the demand for teachers.

#### **THE INDUSTRIAL TRAINING SCHOOL**

I have elsewhere called your attention to a proposed amendment of the law which now compels us to reject the girls who may be afflicted with a venereal disease, so that these girls may be received and placed in quarantine and under treatment until all menace of infecting other inmates is past. This amendment ought to be passed.

Superintendent Vincent's report elsewhere will give data relative to the present condition of the school.

## LETTER OF TRANSMITTAL

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*To the Commissioner of Education:*

I submit herewith my report for the biennium ending December 31, 1920.

Accompanying this report is a financial statement of the expenditures of the State Board of Education for the biennium closing, and a budget of the board's request for the biennium 1921-22.

Respectfully submitted,

A. C. PRICE  
*Auditor and Business Agent.*

# REPORT OF AUDITOR AND BUSINESS AGENT

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In this, the fourth biennial report of the Auditor and Business Agent of the State Board of Education, will be found a brief review of a part of the work of this office during the two years closing December 31, 1920.

The financial statement of the six institutions of the State Board of Education, contained in this report, have been prepared as of December 31, the close of the biennium. Making these statements at the close of the biennium has necessitated the postponing of the publishing date of the biennial report until the latter part of the first week of January, 1921, but the delay in publication is believed to be more than offset by having all statements and records for the entire biennium rather than for twenty-three months.

## BUDGET SYSTEM UNDER FINANCIAL CONTROL

Under the budget system of financial control, as adopted by the State Board of Education over six years ago, all expenditures of the Board have been wisely supervised and directed. This system of budgeting all expenditures provides for an annual budget for each institution, as well as one for the office of the State Board. This annual budget is submitted to the State Board at its regular January meeting, for its consideration and approval. The annual budget, as approved by the board, must be adhered to by the respective institutions, and such budget cannot be altered without action of the board.

The executive committees of each institution propose and adopt a quarterly budget. This quarterly budget may be modified by the executive committee, but the total of the four quarterly budgets, as approved by the executive committee, cannot exceed the board's annual budget without first securing favorable action on the part of the board.

All vouchers to be paid from institution funds, as appropriated by the State, must pass through this office and be approved and audited by the Business Agent before they are passed to the State Board of Examiners. This office is also charged with the duty of approving and auditing all claims paid by Federal funds, including the income derived from interest on the permanent endowment. This plan gives the board, through its Business Agent, first-hand knowledge of all expenditures before payment is made.

During the biennium closing institution claims aggregating a total expenditure of \$2,730,746.92 have been approved and audited by this office.

Employees at our institutions can make purchases only upon requisition, such requisition requiring the approval of the head of the institution before purchase is authorized. Institution requisitions are charged to the proper budget and placed on file.

During the past two years, all claims were submitted to this office in duplicate, the duplicate copy being filed by institutions. This plan has made it possible for the Board to have ready access to all expenditures, as well as a careful check on all expenditures, keeping the same within their budgets.

#### DEFICIENCIES

Only with the strictest economy, commensurate with the work required, was it possible for the board to complete the biennium with but one institution finding it necessary to have deficiency certificates issued to meet the actual necessary expenses. Deficiency certificates in the amount of \$10,200.00, upon the board's request, were authorized by the State Board of Examiners on December 6, 1920, for the Industrial Training School. This deficiency consisted of \$3,200.00 for salaries and \$7,000.00 for operation and expense. This request became necessary on account of the increase in attendance at the institution, amounting to about 62%, and the unprecedented increase in the price of provisions and clothing during the past two years.

The School for the Deaf and Blind was authorized a deficiency on December 6, 1920, in the amount of \$3,500.00, for operation and expense. The \$3,500.00, however, is not truly a deficiency, for the reason that this institution will turn back into the general fund of the State, at the close of the biennium, about \$4,000.00, appropriated for salaries. The segregation between operation and expense, and salaries, as made by the last Legislature, could not be adhered to, although the total of the two items was more than ample. The practice which has been followed within the past two bienniums, making appropriation under several items for each institution, necessitates the board's asking for larger appropriations than would otherwise be necessary if the appropriations were made under but one item for maintenance.

#### "SIGHT DRAFTS"

Chapter 39 of the 1919 Session Laws made provision for a form of voucher and "sight draft" combined, to be used by institutions and departments in making payment of claims demanding immediate payment. This plan of taking care of cash expenditures has not proven satisfactory, nor has it met the needs of our institutions. As carried out, this plan did not make provision for the necessary cash expenditures under \$1.00. A sight draft drawn for \$1.00 or under would not be allowed by the Board of Examiners, and as a result the bursars of our institutions were asked and compelled to advance such cash

expenditures from their personal funds and carry the same until reimbursed by the State.

The most serious objection, however, to this form of taking care of cash expenditures was due to the fact that once the sight draft is issued, the transaction is fully completed, and there is no provision nor opportunity for approval or auditing of the claim.

In this connection, it is recommended that provision be made by the Legislature at its Sixteenth session providing for a cash fund in a stated amount for each institution, the same to be used as a revolving fund, cash expenditures being made from this revolving fund and claims submitted each month in the regular manner, reimbursing the fund for expenditures made, and as listed on the voucher asking for such reimbursement. This plan was followed during the biennium 1917-18, and proved to be most satisfactory, and in addition provided for full examination and auditing before reimbursement was made. Any disallowed item or items would reduce the amount of the revolving fund by an equal amount.

## SUMMARY FINANCIAL STATEMENTS

By Institutions—Biennium 1919-20

### UNIVERSITY OF IDAHO

#### INCOME

<b>I. Maintenance—Total</b> .....		<b>\$831,370.58</b>
a. State appropriation .....	\$355,878.93	
b. Federal aid .....	380,309.07	
1. Hatch fund .....	\$ 30,000.00	
2. Adams fund .....	30,000.00	
3. Morill fund .....	100,000.00	
4. Interest on endorsement. .	220,309.07	
c. January 1, 1919, balances.....	18,233.74	
d. Institution earnings .....	76,948.84	
1. Local funds .....	\$ 13,751.98	
2. Receipts authorized credited by State Board of Examiners .....	63,196.86	
<b>II. Capital Additions—Total</b> .....		<b>\$ 79,964.90</b>
a. State appropriations .....	\$ 74,361.00	
b. Institution earnings .....	5,603.90	
1. Fire protection .....	\$ 302.94	
2. Local funds .....	2,975.00	
3. S. A. T. C. funds.....	2,325.96	
<b>Grand Total</b> .....		<b>\$911,335.48</b>

## EXPENDITURES

I. Maintenance—Total .....		\$831,370.58
a. Salaries .....	\$414,731.91	
b. Operation and expense.....	331,313.01	
c. Equipment and supplies.....	74,838.31	
d. Balance December 31, 1920 in interest funds .....	10,487.35	
II. Capital Additions—Total .....		\$ 79,964.90
a. Administration building .....	\$ 48,661.96	
b. Fire protection system.....	20,302.94	
c. Good roads laboratory.....	2,682.77	
d. Walks and lighting system.....	4,000.00	
e. Dairy building floor.....	1,500.00	
f. Poultry house .....	1,500.00	
g. Jenkins property .....	1,000.00	
h. Balance, December 31, 1920.....	317.23	
Grand Total .....		\$911,335.48

## UNIVERSITY OF IDAHO—EXTENSION DIVISION

## INCOME

I. Maintenance—Total .....		\$659,976.15
a. State appropriation .....	\$239,999.72	
b. Federal Aid—		
1. Smith-Lever .....	46,943.28	
2. Supplementary extension .....	11,658.15	
3. States relations service.....	44,000.00	
4. U. S. D. A.....	6,375.00	
5. War emergency .....	22,000.00	
c. County aid .....	191,000.00	
d. Pure seed .....	10,000.00	
e. Alfalfa weevil control.....	20,000.00	
f. Gopher bounty .....	68,000.00	(Approx.)

## EXPENDITURES

I. Maintenance—Total .....		\$659,976.15
a. Salaries .....	\$352,539.03	
b. Operation and expense.....	244,890.78	
c. Equipment and supplies.....	12,908.06	
d. *Balance December 31, 1920.....	49,638.28	
* Note: This balance in the following funds:		
Alfalfa weevil control.....	\$ 7,015.46	
Gopher bounty .....	31,490.75	
Federal funds .....	11,132.07	
Total .....	\$ 49,638.28	

## IDAHO TECHNICAL INSTITUTE

## INCOME

I. Maintenance—Total .....		\$227,860.66
a. State appropriation .....	\$154,931.58	
b. Federal aid .....	31,068.42	
c. February 1, 1917, balances .....	5,894.82	
d. Institution earnings .....	23,440.37	
e. S. A. T. C. reimbursement .....	7,196.72	
f. Vocational education .....	5,328.75	
II. Capital Additions—Total .....		\$ 50,000.00
a. State appropriation .....	\$ 50,000.00	
b. S. A. T. C. reimbursement .....	none	
c. February 1, 1917, balance .....	none	
Grand Total .....		\$277,860.66

## EXPENDITURES

I. Maintenance—Total .....		\$227,860.66
a. Salaries .....	\$135,763.56	
b. Operation and expense .....	37,380.64	
c. Equipment and supplies .....	54,716.42	
d. Balance December 31, 1920 .....	.04	
II. Capital Additions—Total .....		\$ 50,000.00
a. Physical education building .....	\$ 6,000.00	
b. Improvement heating plant .....	4,000.00	
c. Campus extension .....	6,000.00	
d. Additional lands .....	30,000.00	
e. Farm land .....	4,000.00	
f. Balance December 31, 1920 .....	none	
Grand Total .....		\$277,860.66

## LEWISTON NORMAL SCHOOL

## INCOME

I. Maintenance—Total .....		\$208,513.39
a. State appropriation .....	\$163,688.15	
b. Federal aid .....	38,311.85	
c. February 1, 1917, balances .....	2,894.33	
d. Institution earnings .....	3,619.06	
II. Capital Additions—Total .....		\$172,000.00
a. State appropriations .....	\$172,000.00	
b. February 1, 1917, balances .....	none	
Grand Total .....		\$380,513.39



## EXPENDITURES

I. Maintenance—Total .....		\$208,513.39
a. Salaries .....	\$139,486.43	
b. Operation and expense.....	35,189.02	
c. Equipment and supplies.....	32,434.62	
d. Balance December 31, 1920.....	1,403.32	
II. Capital Additions—Total .....		\$172,000.00
a. Administration building .....	\$150,000.00	
b. Additional lands .....	15,000.00	
c. Campus improvement .....	408.56	
d. Ventilating system .....	4,500.00	
e. Movable dormitories (two).....	2,000.00	
f. Balance December 31, 1920.....	91.44	
Grand Total .....		\$380,513.39

## ALBION NORMAL SCHOOL

## INCOME

I. Maintenance—Total .....		\$185,362.24
a. State appropriation .....	\$145,688.12	
b. Federal aid .....	38,311.88	
c. February 1, 1917, balances.....	418.12	
d. Institution earnings .....	944.12	

## EXPENDITURES

I. Maintenance—Total .....		\$185,362.24
a. Salaries .....	\$ 89,279.47	
b. Operation and expense.....	21,914.62	
c. Equipment and supplies.....	43,137.93	
d. Balance December 31, 1920, returned to the State .....	31,030.22	

## INDUSTRIAL TRAINING SCHOOL

## INCOME

I. Maintenance—Total .....		\$208,006.61
a. State appropriation .....	\$161,736.41	
b. Federal aid .....	30,963.59	
c. February 1, 1917, balances.....	none	
d. Institution earnings .....	5,106.61	
e. Deficiency certificates .....	10,200.00	
II. Capital Additions—Total .....		\$ 67,700.00
a. State appropriations .....	\$ 67,700	
Grand Total .....		\$275,706.61

## EXPENDITURES

I. Maintenance—Total .....		\$208,006.61
a. Salaries .....	\$ 68,200.00	
b. Operation and expense .....	16,710.72	
c. Equipment and supplies .....	123,095.89	
d. Balance December 31, 1920 .....	none	
II. Capital Additions—Total .....		\$ 67,700.00
a. Buildings for girls and lands .....	\$ 50,000.00	
b. Boiler .....	4,000.00	
c. Distribution system .....	10,000.00	
d. Lockers .....	1,000.00	
e. Granary .....	1,000.00	
f. Automobile and wagon shed .....	1,700.00	
g. Balance December 31, 1920 .....	none	
Grand Total .....		\$275,706.61

## SCHOOL FOR THE DEAF AND BLIND

## INCOME

I. Maintenance—Total .....		\$100,602.06
a. State appropriation .....	\$ 92,940.46	
b. Federal aid .....	3,883.54	
c. February 1, 1917, balance .....	none	
d. Institution earnings .....	278.06	
e. Deficiency earnings .....	3,500.00	
II. Capital Additions—Total .....		\$ 63,250.00
a. State appropriation .....	63,250.00	
Grand Total .....		\$163,852.06

## EXPENDITURES

I. Maintenance—Total .....		\$100,602.06
a. Salaries .....	\$ 53,678.71	
b. Operation and expense .....	24,611.70	
c. Equipment and supplies .....	18,490.36	
d. Balance December 31, 1920, returned to the State .....	3,821.29	
II. Capital Additions—Total .....		\$ 63,250.00
a. Laundry, printing and piano tuning equipment .....	2,500.00	
b. Silo and walks .....	750.00	
c. School building and shops .....	60,000.00	
Grand Total .....		\$163,852.06

# INTEREST EARNINGS OF LAND ENDOWMENTS Biennium 1919-1920

Month	University of Idaho					Idaho Technical Institute	Albion Normal School	Lewiston Normal School	School for Deaf and Blind	Industrial Training School
	University	School of Science	Agricultural College							
1919										
January	5,194.16	6,406.04	\$ 7,910.71	\$	2,116.41	\$ 4,396.32	\$ 4,396.31	\$	264.56	\$ 2,116.41
February	2,989.92	2,666.50	5,045.42		1,452.03	1,924.72	1,924.72		181.50	1,452.03
March	1,013.05	1,173.18	4,747.19		978.16	1,196.51	1,196.51		122.26	978.16
April	1,342.89	720.39	2,840.66		344.50	3,400.03	3,400.02		43.07	344.50
May	695.74	2,434.36	1,850.19		899.65	1,048.19	1,048.19		112.46	899.64
June	3,903.36	4,088.22	4,663.29		1,154.76	980.04	980.03		144.35	1,154.77
July	7,632.26	4,202.31	8,077.19		3,073.30	3,684.09	3,684.10		384.16	3,073.31
August	1,111.68	466.43	877.48		386.61	779.32	779.31		48.32	386.61
September	229.72	153.16	2,666.36		289.67	268.67	268.66		36.20	184.80
October	381.34	6,900.97	480.14		264.61	616.16	616.17		38.08	264.61
November	330.10	2,296.01	957.19		68.54	128.79	128.78		8.57	68.55
December	2,840.69	3,541.88	3,555.00		911.27	1,865.94	1,865.94		113.91	911.28
1920										
January	9,404.12	5,754.38	10,105.25		3,823.77	6,071.54	6,071.53		477.97	3,823.77
February	5,414.21	8,000.38	6,197.08		2,841.56	2,420.25	2,420.26		355.19	2,841.57
March	1,239.99	845.13	2,397.89		1,276.22	184.28	184.27		159.53	1,276.22
April	1,661.34	672.71	3,993.47		3,967.98	1,014.78	1,014.78		495.99	3,967.98
May	724.70	2,249.36	1,177.48		232.09	1,205.29	1,205.29		29.02	232.09
June	2,570.04	1,687.95	4,218.87		970.92	1,440.04	1,440.04		121.36	970.92
July	7,273.34	5,155.47	8,159.93		2,952.55	3,983.14	3,983.14		389.06	2,952.55
August	1,191.55	309.38	679.38		409.92	849.52	849.52		51.24	409.91
September	347.86	206.00	156.20		100.67	16.06	16.06		12.59	100.68
October	6,815.38	106.36	810.94		127.82	1,089.77	1,089.77		15.95	127.82
November	379.98	146.68	346.42		503.48	220.94	220.94		62.93	503.44
December	6,385.06	3,334.91	8,350.87		1,922.23	2,598.54	2,598.55		240.28	1,922.22
Total	\$ 71,080.98	\$ 58,416.11	\$ 90,811.98	\$	\$ 31,068.42	\$ 38,311.88	\$ 38,311.85	\$	\$ 3,883.54	\$ 30,963.59

		Totals for Biennium	
		1919-20	1917-18
University of Idaho		\$220,809.07	\$208,742.18
Lewiston Normal School		38,311.85	40,224.20
Albion Normal School		38,311.88	40,223.84
Idaho Technical Institute		31,068.42	26,618.95
School for Deaf and Blind		3,883.54	3,203.90
Industrial Training School		30,963.59	26,730.66
Grand Total		\$362,848.35	\$343,743.72

**EARNINGS OF STATE EDUCATIONAL INSTITUTIONS**  
**Biennium 1919-1920**

Institution	Total Receipts	Amount remitted to State Treas.	Amount Credited to Appropriation
University of Idaho.....	\$ 462,861.81	\$ 65,825.76	\$ 82,552.74
Idaho Technical Institute.....	72,929.08	23,440.37	41,860.66
Lewiston Normal School.....	44,825.24	3,619.06	6,513.39
Albion Normal School.....	39,674.12	2,478.85	1,362.24
Industrial Training School.....	36,070.20	5,106.61	5,106.61
School for Deaf and Blind.....	4,161.60	278.06	278.06
Total.....			

**STANDARDIZATION OF COUNTY SCHOOL RECORDS, REPORTS  
AND ACCOUNTS**

Standardization is a form of preparedness.

The standardization of all county superintendent's reports to the office of the State Board of Education has been fully completed and in operation for the past six years.

Standardization of accounts or statistics, and especially of terminology, enables schools to establish relationship on a common basis and to talk the same language upon the same matters. Practically all forms, accounts and reports of school trustees, both for the county superintendents and for this office, have been revised and standardized, and are now in use throughout the State.

Standardization in accounting and statistics does not mean upheaval or chaos. Rather does it mean the reverse. It need not disturb the equanimity of the individual nor make his labors more arduous. However, it may conflict with some cherished opinions or faulty practices, but the shock is not necessarily fatal.

From a theoretical and scientific standpoint, standardization means the use of natural methods and follows natural lines, in harmony with the particular educational or physical function or activity to be controlled and governed so as to bring together related facts.

**INCREASED MILLAGE FOR INDEPENDENT DISTRICTS**

In accordance with Chapter 59, Session Laws of 1917, independent districts may levy a special tax sufficient to furnish funds when added to the county apportionment to provide for the maintenance of schools for nine months of the year. This tax, together with the levy for the maintenance of schools "shall not exceed 10 mills on the

dollar of the assessed valuation of all property in the district". This act was so amended as to provide that the State Board of Education may authorize the particular district to increase its levy from ten to a maximum of fifteen mills on the dollar. No district is given this privilege by the Board of Education except upon the showing of financial conditions that in the opinion of the board justifies such increase above 10 mills. Each district making application for an increase of levy does so upon a prescribed form of financial statement authorized by this office and bears the signature of the chairman and clerk of the district board. This increased levy as granted must be expended for the payment of (1) interest on bonds and sinking fund; (2) bonds at maturity; (3) for maintenance.

For the school year 1920-21 the board granted fifty-seven districts permission to increase their levy above ten mills. For the school year 1919-20, there were but twenty-five districts granted this increase. This large increase over that of the previous year is due to the increase in salaries paid teachers and the increased cost of the maintenance of the school plant. The operation or maintenance cost for the schools increased in 1919-20 over that for the year 1918-19, \$459,892.72, representing an increase of 39%. The average salaries paid teachers increased this year over that of the previous year 19.1%.

The following is a list of districts granted increases during the past two years:

YEAR 1919-1920			
<i>Town.</i>	<i>Dist. No.</i>	<i>County—</i>	<i>Increased from 10 mills to</i>
Buhl .....	3	Twin Falls .....	15
Caldwell .....	28	Canyon .....	15
Grace .....	..	Bannock .....	14
Grangeville .....	2	Idaho .....	15
Harrison .....	15	Kootenai .....	15
Hollister .....	6	Twin Falls .....	13
Ilo .....	..	Lewis .....	15
Kamiah .....	52	Lewis .....	15
Kimberly .....	2	Twin Falls .....	15
McCammon .....	24	Bannock .....	15
Montpelier .....	1	Bear Lake .....	15
Marysville .....	6	Fremont .....	13
Murtaugh .....	8	Twin Falls .....	14
Nampa .....	37	Canyon .....	15
Nezperce .....	1	Lewis .....	15
Oakley .....	2	Cassia .....	15
Payette .....	32	Payette .....	15
Richfield .....	16	Lincoln .....	15
Rupert .....	1	Minidoka .....	15
Sandpoint .....	1	Bonner .....	15
St. Anthony .....	2	Fremont .....	13
Vollmer .....	..	Lewis .....	15
Wallace .....	8	Shoshone .....	15
Weiser .....	1	Washington .....	15

## YEAR 1920-1921

<i>Town.</i>	<i>Dist. No.</i>	<i>County—</i>	<i>Increased from 10 mills to—</i>
Ashton .....	8	Fremont .....	15
Bancroft .....	51	Bannock .....	15
Blackfoot .....	8	Bingham .....	15
Boise .....	1	Ada .....	15
Bonniers Ferry ....	4	Boundary .....	15
Buhl .....	3	Twin Falls .....	15
Burley .....	1	Cassia .....	13
Caldwell .....	28	Canyon .....	15
Challis .....	1	Custer .....	14
Cascade .....	1	Valley .....	15
Coeur d'Alene.....	1	Kootenai .....	15
Craigmont .....	2	Lewis .....	15
Craigmont .....	37	Lewis .....	14
Genesee .....	2	Latah .....	15
Gooding .....	10	Gooding .....	15
Glenns Ferry ....	26-J	Elmore .....	12
Grangeville .....	2	Idaho .....	15
Hagerman .....	40	Gooding .....	15
Harrison .....	15	Kootenai .....	15
Hollister .....	6	Twin Falls .....	13
Idaho Falls .....	1	Bonneville .....	15
Jerome .....	33	Jerome .....	14
Kamiah .....	52	Lewis .....	15
Kimberly .....	2	Twin Falls .....	15
McCammon .....	24	Bannock .....	15
Marysville .....	6	Fremont .....	15
Meridian .....	33	Ada .....	12
Moreland .....	28	Bingham .....	12
Montpelier .....	1	Bear Lake .....	15
Moscow .....	5	Latah .....	15
Mullan .....	12	Shoshone .....	15
Murtaugh .....	8	Twin Falls .....	15
Nampa .....	37	Canyon .....	15
Nezperce .....	1	Lewis .....	15
Oakley .....	2	Cassia .....	14
Paris .....	2	Bear Lake .....	15
Parma .....	8	Canyon .....	15
Paul .....	3	Minidoka .....	15
Payette .....	32	Payette .....	15
Plummer .....	12	Benewah .....	12
Pocatello .....	1	Bannock .....	15
Rathdrum .....	2	Kootenai .....	15
Richfield .....	16	Lincoln .....	13
Rupert .....	1	Minidoka .....	15
Rupert .....	2	Minidoka .....	15
Sandpoint .....	1	Bonner .....	15
Shoshone .....	12	Lincoln .....	12
Soda Springs .....	6	Caribou .....	15
Spirit Lake .....	50	Kootenai .....	14
St. Maries .....	1	Benewah .....	15
Star .....	20	Ada .....	15
Sugar City .....	4	Madison .....	14
St. Anthony .....	2	Fremont .....	15
Wallace .....	8	Shoshone .....	15
Weiser .....	1	Washington .....	15
Wendell .....	35	Gooding .....	15
Winchester .....	38	Lewis .....	15

### **SCHOOL BUILDING PLANS**

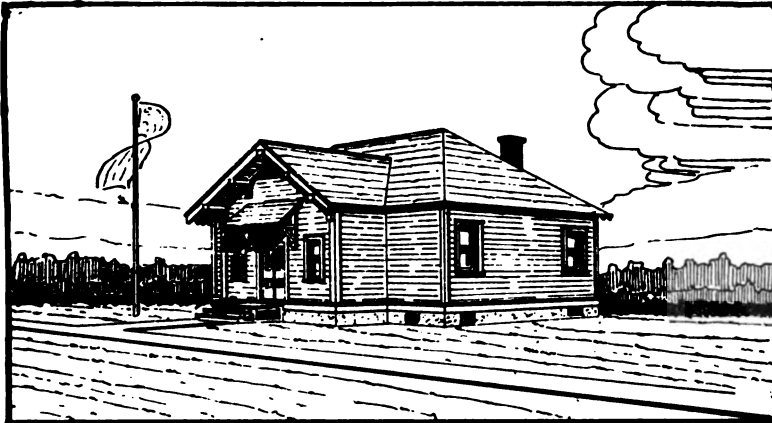
The Idaho Bulletin of Education Vol. 4, No. 3, dated June, 1918, contains eleven plans of school buildings; six of the one-room and five of the two-room type. All these plans have been prepared by this department and they meet all State requirements. During the past two years, there has been a great demand for this bulletin thruout the State, and plans for school buildings have been furnished by the department to more than 200 districts. Complete working plans, specifications and form of contract are furnished free to any school district in the State.

In preparing the plans of school buildings as contained in this bulletin, it was the intention of the Department of Education to lay out, not specific plans, but a few general ones, which meet the needs of the present day. In such plans, considerable attention has been given to the problem of proper lighting, heating and ventilating of school buildings so that the children's interests may be advanced, both physically and intellectually.

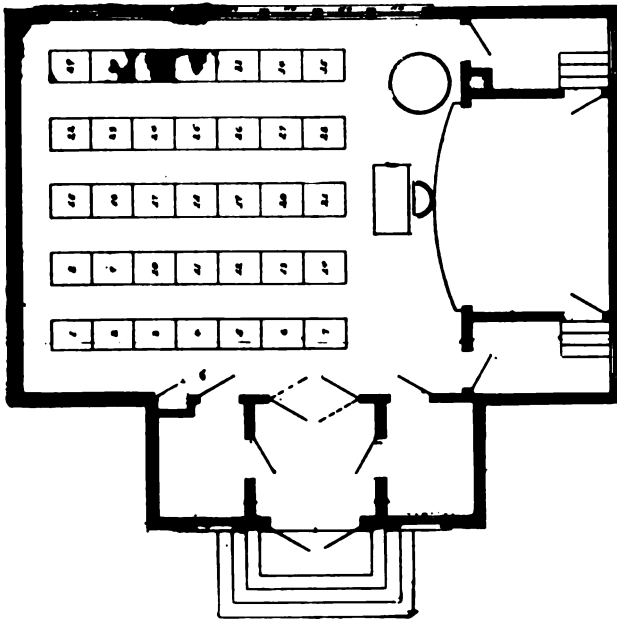
There has just recently been compiled and completed by this department a bulletin on "Regulation and Advice Concerning School Buildings and Their Construction". There has been need for such a bulletin for some time, as there are now in use several bulletins, each containing a part of the regulations and advice concerning school buildings and their construction, and it has been necessary, therefore, in order to obtain full information on this subject to refer to a number of bulletins. The rules and regulations set forth in this new publication have all been approved and adopted by the State Board of Education and will be ready for distribution by February 1, 1921.

On the following two pages will be found cuts of a one-room and a two-room school building, as published in bulletin Vol. 4, No. 3. Prices range from \$1,000 to \$6,000.

# IDAHO SCHOOL HOUSE PLAN NO. 6



*Perspective*



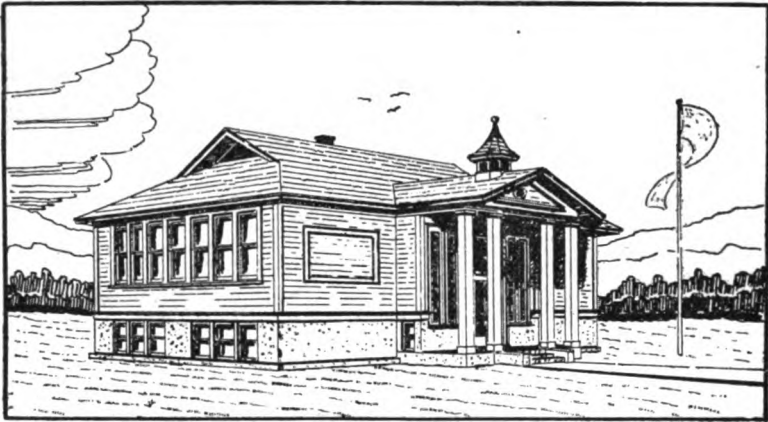
*Floor Plan*

## DESCRIPTION

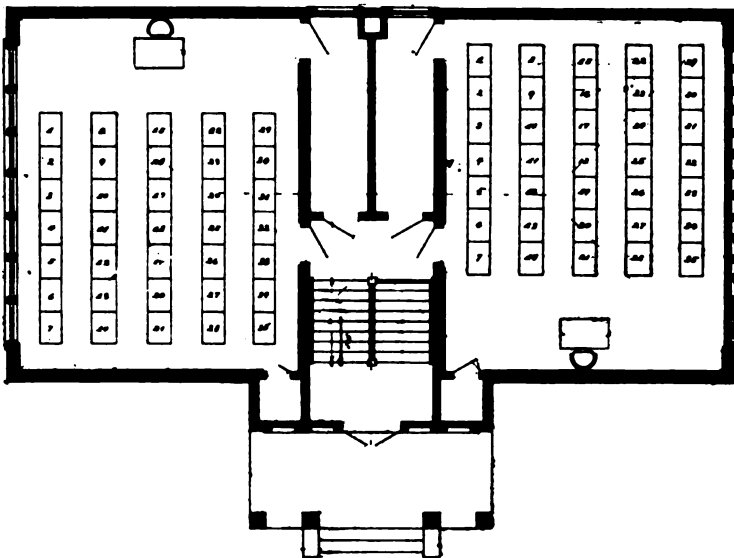
Dimensions of building .....26'x40'  
 Class room .....26'x30'  
 Will seat.....35 pupils  
 Separate cloak rooms for boys and girls.  
 Stage and dressing room for community entertainment.



# IDAHO SCHOOL HOUSE PLAN NO. 202



*Perspective*



*Floor Plan*

## DESCRIPTION

Dimensions of building.....32'x60'  
 Class rooms (each).....24'x32'  
 Will seat 35 pupils in each room.  
 Separate cloak rooms for boys and girls.  
 Full basement providing domestic science and manual training rooms.  
 Furnace room in basement.

**APPROVAL OF SCHOOL BUILDING PLANS**

In accordance with the Session Law, 1913, page 77, and the rules of the State Board of Education, all plans and specifications must be approved by this department before contracts are let. A licensed architect, employed by the State Board of Education, passes upon all school house plans and specifications, as to the construction, sanitation, lighting, ventilating, heating, and seating arrangements, this office passing upon the educational features.

Plans and specifications of new school buildings, receiving the approval of this office during the past two years, represent a total construction cost of approximately \$950,000.00. The county showing the largest expenditure for new buildings during the past year is that of Bonneville, showing a total expenditure for this purpose of \$204,952.78. This plan of approval secures for all districts in the State buildings which, when completed, will meet all requirements of the State, and provide a building properly constructed as to heating, ventilation and lighting, thus safeguarding the health of children in the public schools.

On the following page will be found a table giving the number of school buildings in each county of the State of the one, two, three and four-room type, and those larger than the four-room building. The value of the buildings and grounds by counties, for the years 1918-19, and 1919-20, is also given. From an examination of this table it will be seen that there has been a marked increase in the value of school property during the past two years. The five-room type or larger buildings have increased during the two years from 213 to 235, and the total value of all school property has increased from \$10,130,539.65 in 1918-19 to \$12,789,018.30 in 1920, making a total increase in value of \$2,658,478.65.

# NUMBER OF SCHOOL BUILDINGS AND VALUE OF BUILDINGS AND GROUNDS

Counties	One Room		Two Room		Three Room		Four Room		More Than Four Rooms		Total		Rented Buildings		Total Buildings Owned		Total Value	
	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20
Ada	30	29	22	22	5	2	6	8	16	16	75	77	0	0	75	77	\$ 960,612.95	\$ 1,076,547.28
Adams	26	27	2	2	1	1	1	1	1	1	31	32	0	0	31	32	60,865.00	72,365.00
Bannock	53	61	20	20	4	10	7	1	11	12	104	94	3	3	101	91	778,809.24	866,148.08
Bear Lake	2	2	11	11	1	1	4	4	6	6	24	24	0	0	24	24	283,628.78	282,016.22
Benedict	22	26	12	12	1	1	1	1	3	3	36	36	0	0	30	33	165,860.00	198,075.00
Bingham	22	25	4	4	1	1	1	10	8	11	58	59	1	2	54	56	603,860.00	594,600.00
Blaine	21	19	8	8	0	0	0	0	0	0	28	27	0	0	28	27	129,080.00	186,888.00
Boise	21	19	2	2	0	0	0	0	0	0	23	21	0	0	23	20	23,000.00	24,700.00
Bonner	45	60	12	12	1	1	1	1	9	8	64	68	0	0	64	67	249,185.55	303,982.66
Bonneville	31	36	10	10	1	3	1	1	7	8	58	61	0	0	58	60	483,817.00	642,700.00
Boundary	20	21	4	4	0	0	1	1	2	2	26	28	2	2	24	27	82,685.00	99,088.75
Butte	8	11	3	3	0	0	1	1	1	2	15	18	1	1	14	18	77,200.00	126,100.00
Camas	19	17	4	4	0	0	1	1	0	0	22	22	1	1	23	21	31,775.00	37,800.00
Canyon	16	18	17	20	1	1	11	10	11	12	56	61	0	0	56	62	640,246.98	711,237.71
Caribou	38	32	6	6	5	3	2	2	3	4	49	49	2	0	47	49	820,409.00	88,090.00
Cassia	30	28	3	3	0	0	0	1	1	1	15	15	0	0	15	15	494,953.45	494,953.45
Clark	16	16	4	4	0	0	0	0	0	0	21	22	0	0	21	22	76,570.82	129,056.18
Clearwater	26	21	10	10	0	0	0	0	2	2	21	22	0	0	21	22	61,400.00	64,450.00
Custer	6	9	11	11	2	2	2	4	4	4	30	26	0	0	30	22	134,500.00	186,232.31
Elmore	24	24	7	7	4	4	4	4	6	8	25	28	0	0	25	28	272,250.00	278,370.00
Franklin	17	17	7	7	0	0	0	4	8	8	26	26	2	2	24	26	209,300.00	331,412.60
Gem	16	12	1	1	0	0	0	2	1	1	27	27	1	1	26	26	174,189.00	239,086.10
Gooding	80	80	2	2	3	2	1	1	4	5	22	20	1	1	21	20	204,650.00	312,100.00
Idaho	11	13	5	5	2	2	4	4	6	6	89	89	1	1	88	88	184,826.65	204,061.00
Jefferson	64	65	4	4	3	3	4	6	3	4	29	31	0	0	29	31	216,300.00	371,200.00
Jerome	64	65	4	4	3	3	0	5	14	14	93	94	0	0	90	92	455,035.00	523,606.00
Kootenai	98	72	10	11	0	1	1	1	9	12	118	97	2	2	111	96	153,890.00	368,409.00
Latah	28	27	3	3	0	0	0	0	2	2	33	32	0	0	33	32	90,495.00	94,540.00
Lemhi	32	35	4	4	0	0	0	0	6	6	42	46	0	0	42	46	149,260.00	197,682.40
Lewis	20	14	4	4	0	0	0	0	4	4	28	18	1	1	27	16	265,100.00	181,550.00
Lincoln	7	6	8	8	1	1	5	6	6	6	22	23	0	0	20	22	194,475.00	336,476.00
Madison	10	8	10	10	2	1	2	3	7	7	29	23	2	2	29	23	242,711.00	218,820.00
Minidoka	58	54	12	12	1	1	1	3	5	7	72	70	1	1	71	69	375,015.00	458,610.00
Nez Perce	15	14	6	6	1	1	2	2	5	5	34	31	1	1	33	31	104,800.00	152,900.00
Oneyda	24	29	1	1	1	1	1	0	4	4	33	35	0	0	33	34	117,880.00	86,020.00
Owyhee	13	13	4	4	0	0	0	0	4	4	21	21	0	0	21	21	143,950.00	145,950.00
Payette	31	33	4	4	0	0	0	0	3	3	38	40	2	2	36	39	115,045.00	151,375.00
Power	18	18	4	4	1	2	2	2	9	9	34	35	4	4	30	31	441,800.00	464,490.00
Shoshone	26	23	10	7	0	2	1	1	1	1	16	18	1	1	15	17	63,860.00	86,200.00
Teton	24	24	10	9	3	2	1	1	13	13	57	60	4	4	53	43	797,911.53	941,734.24
Twin Falls	37	37	9	9	1	1	1	2	3	3	52	52	0	0	52	52	60,636.51	63,362.76
Valley																	180,400.00	207,275.00
Washington																		
Totals	1,097	1,102	287	290	58	54	93	90	218	235	1,748	1,771	87	50	1,711	1,721	\$10,130,539.66	\$12,789,018.90

### AUDIT OF INDEPENDENT SCHOOL DISTRICTS' ACCOUNTS

Under Section 900 of the 1919 Compiled Statutes, the State Board of Education, "whenever in its judgment the public welfare demands it", may direct the trustees of any independent school district in the State of Idaho to cause an examination of the books and accounts of the district to be made, one copy of the report to be filed in the office of the State Board of Education. Provision is also made that upon the failure or neglect of the board of trustees to have such an examination or report made and completed within a reasonable time, the State Board of Education may cause the same to be made on behalf of the district. The expense of examination and report are to be borne by the district for which examination and report is made, out of funds belonging to the district. During the biennium closing, seventeen independent school districts have had their accounts and records audited, and a copy of each audit is now on file in the office of the State Board of Education. The following is a list of the districts:

<i>Town—</i>	<i>District</i>	<i>County</i>
Jerome .....	35.....	Jerome
Sugar City.....	4.....	Madison
Rigby .....	5.....	Jefferson
Idaho Falls .....	1.....	Bonneville
Shelley .....	30.....	Bingham
Grace .....	35.....	Bannock
Idaho Falls .....	19.....	Bonneville
Rupert .....	2.....	Minidoka
Fruitland .....	18.....	Payette
Blackfoot .....	8.....	Bingham
Richfield .....	16.....	Lincoln
Maroa .....	5.....	Twin Falls
Kimberly .....	2.....	Twin Falls
Buhl .....	3.....	Twin Falls
Gooding .....	10.....	Gooding
Burley .....	1.....	Cassia
Boise .....	1.....	Ada

### PER CAPITA COST FOR INSTRUCTION AND OPERATION INDEPENDENT DISTRICTS

On the following page will be found a table giving the per capita cost, both on the basis of total enrollment and average daily attendance, for the 29 independent Class A districts of the State, for the school years 1918-19 and 1919-20.

PER CAPITA COST FOR INSTRUCTION AND OPERATION OF 39 INDEPENDENT CLASS "A" DISTRICTS

Town	County	District Number	Instruction and Operation Expenditures		Total Enrollment		Per Capita Cost by Enrollment		Average Daily Attendance		Per Capita Cost by Ave. Daily Attend.	
			1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20
American Falls.....	Power.....	1	\$ 27,812.40	\$ 40,367.32	510	522	54.53	77.33	442	396	62.92	\$ .01.94
Boise.....	Ada.....	1	202,825.59	287,374.69	4,398	4,832	46.12	59.47	3,017	3,435	67.23	83.91
Blackfoot.....	Bingham.....	8	60,830.00	64,415.53	1,423	1,439	42.40	44.76	980	1,078	61.56	60.03
Buhl.....	Twin Falls.....	3	45,631.52	70,588.21	962	844	47.43	83.60	574	591	79.50	119.44
Burley.....	Cassia.....	1	60,143.20	90,089.64	1,699	1,924	35.40	46.80	1,115	1,337	53.94	67.34
Caldwell.....	Canyon.....	28	56,364.41	76,405.92	1,632	1,501	34.54	50.90	792	981	71.17	77.88
Coeur d'Alene.....	Kootenai.....	1	56,123.59	72,173.33	1,386	1,572	40.49	45.91	1,051	1,227	53.40	58.32
Emmett.....	Gem.....	9	33,804.78	46,665.10	994	1,077	34.01	43.33	854	814	39.58	57.33
Gooding.....	Bonneville.....	10	35,140.63	54,406.71	828	899	42.44	60.52	584	657	60.17	82.81
Idaho Falls.....	Jerome.....	1	82,301.87	105,268.02	2,121	2,463	38.80	42.74	1,512	1,778	54.43	59.37
Jerome.....	Nes Perce.....	33	42,943.45	56,448.51	1,078	1,087	39.84	51.93	468	1,290	91.76	71.00
Lewiston.....	Malad.....	1	65,330.49	76,475.95	1,578	1,701	42.03	44.95	1,082	1,290	61.30	62.18
Montpelier.....	Oneida.....	1	24,769.16	37,153.75	964	1,029	25.17	36.11	774	864	32.00	42.89
Moscow.....	Bear Lake.....	1	26,629.41	37,187.80	766	928	35.22	40.16	491	584	54.24	63.63
Nampa.....	Latah.....	5	64,850.91	98,478.58	1,061	1,075	42.59	46.07	922	927	43.79	53.43
Payette.....	Canyon.....	37	44,979.97	49,525.57	1,870	2,087	34.41	47.19	1,177	1,317	54.67	74.77
Pocatello.....	Payette.....	32	31,425.81	39,567.18	889	1,016	35.35	38.94	783	788	42.88	50.53
Preston.....	Bannock.....	1	100,687.35	146,541.57	2,756	2,870	36.53	51.06	2,203	2,292	45.70	63.34
Rexburg.....	Franklin.....	1	31,881.69	39,264.11	1,004	1,048	31.26	37.65	821	824	38.22	47.85
Rigby.....	Madison.....	1	29,344.21	45,421.50	890	1,021	32.97	41.55	652	762	45.01	55.67
Rupert.....	Jefferson.....	5	29,433.54	47,492.43	844	1,023	34.87	46.42	588	814	50.49	58.34
Sandpoint.....	Minidoka.....	1	50,119.55	70,342.35	1,039	1,356	48.24	51.87	720	900	69.59	78.16
St. Anthony.....	Bonner.....	2	53,653.78	89,187.11	1,137	1,281	47.02	49.61	818	907	85.76	70.07
St. Maries.....	Fremont.....	1	25,848.16	39,187.11	601	703	40.71	43.40	566	708	62.79	55.35
Twin Falls.....	Benewah.....	1	27,687.35	59,607.64	601	671	43.01	88.83	456	513	56.68	71.19
Wallace.....	Twin Falls.....	1	48,931.15	178,365.45	2,698	2,805	47.33	63.59	1,532	2,353	63.36	75.90
Wardner-Kellogg.....	Shoshone.....	8	60,560.01	66,567.71	721	609	69.25	89.90	540	466	90.61	117.49
Weiser.....	Washington.....	1	35,043.35	38,900.66	1,118	985	54.17	67.38	781	884	77.54	75.08
Totals.....			\$1,589,955.78	\$2,149,338.23	38,771	41,625	\$ 41.01	\$ 51.64	26,923	30,957	\$ 59.05	\$ 69.43
Averages.....									69.4	74.4		
Per cent of Enrollment.....												

From an examination of this table it will be noted that the average per capita cost for the 29 districts on the basis of the total enrollment for the school year 1918-19 was \$41.01 and for the year 1919-20 increased to \$51.64.

The average per capita cost on the basis of the average daily attendance for the school year 1918-19 was \$59.05. This per capita cost increased to \$69.43 for the year 1919-20.

The highest per capita cost based on the average daily attendance was that of Buhl, District No. 3, Twin Falls county, showing a per capita cost of \$119.44. District No. 1, Malad, Oneida county, shows the lowest per capita cost on the basis of average daily attendance, \$42.89.

During the school year 1918-19, the average daily attendance of the twenty-nine independent Class A districts was 69.4% of the total enrollment. For the year 1919-20, the average daily attendance was 74.4% of the total enrollment, showing an increase of 5% over that of the previous year.

#### **STATE FINANCIAL AND STATISTICAL REPORT**

Beginning with the year 1920, and every two years thereafter, this department is asked to collect and compile a financial and statistical report embracing all the schools of the State, both public and private. From these reports, the department prepares a State report which is forwarded to the Bureau of Education, Washington, D. C., and becomes a part of the national educational report. Previous to delegating this work to the Department of Education, all reports were called for and compiled by the Washington office.

#### **FINANCIAL STANDING OF THE PUBLIC SCHOOLS OF THE STATE**

On page 42 will be found a table setting forth the financial standing of all of the public schools by counties, under the following headings for the school years 1918-19 and 1919-20; Assessed Valuation, Value of All School Property, Bonded Indebtedness, Amount in Sinking Fund, Payments on Indebtedness, and Balance on Hand as of June 30, 1919, and as of June 30, 1920.

# FINANCIAL STANDING OF SCHOOLS BY COUNTIES

Counties	Assessed Valuation		Value of All School Property		Bonded Indebtedness		Amount in Sinking Fund		Payments on Indebtedness		Balance on Hand June 30	
	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1919	1920
Ada.....	\$ 35,828,469.95	\$ 38,343,465.34	\$ 1,091,642.04	\$ 1,226,372.92	\$ 587,760.00	\$ 894,710.00	\$ 10,573.64	\$ 19,683.88	\$ 35,713.00	\$ 44,748.89	\$ 88,000.24	\$ 8,941.52
Adams.....	4,646,136.00	4,994,459.11	75,828.87	88,621.00	34,190.00	65,950.00	3,340.75	3,087.62	2,642.50	5,011.15	14,235.17	37,510.55
Bannock.....	32,222,390.00	28,914,235.60	97,690.16	1,025,873.31	583,330.00	852,900.00	84,513.08	95,859.72	36,413.79	91,386.25	87,862.57	295,569.34
Bear Lake.....	4,390,136.00	9,131,850.12	260,852.34	286,030.33	113,210.80	179,776.03	20.00	38,557.73	8,891.03	13,304.62	7,963.71	6,712.32
Beneath.....	9,690,388.00	10,306,254.60	191,817.43	235,892.40	152,000.00	132,040.00	22,788.43	24,972.15	7,464.02	9,627.66	4,439.23	45,970.08
Bingham.....	14,534,574.16	16,527,967.59	622,985.00	669,212.20	356,000.00	373,350.00	19,518.69	36,416.59	31,596.73	36,416.59	25,675.36	36,721.08
Blaine.....	7,786,081.00	7,474,928.95	150,665.00	213,138.04	58,550.00	73,350.00	8,807.67	11,777.61	3,657.02	20,282.20	38,061.85	10,171.66
Boise.....	3,311,477.00	3,853,466.08	26,602.01	37,300.00	5,900.00	8,600.00	1,303.33	1,377.30	4,007.74	200.25	10,132.02	11,307.35
Bonner.....	16,210,380.00	16,900,226.03	335,204.01	372,634.68	81,860.01	183,836.98	6,707.48	29,086.89	12,831.38	74,659.50	68,485.73	61,347.55
Bonneville.....	6,772,653.00	6,830,920.76	102,425.00	688,000.00	389,900.00	403,600.00	13,416.23	21,599.09	31,977.35	21,484.55	122,211.00	2,456.06
Boundary.....	11,731,147.00	15,817,010.48	102,425.00	121,636.44	49,612.50	56,137.50	3,202.11	5,446.00	2,816.26	4,697.07	4,880.11	4,880.11
Butte.....	3,278,255.00	2,992,522.68	90,850.00	142,150.00	58,312.50	81,785.00	4,677.31	3,633.45	9,049.51	4,733.45	10,403.02	9,616.37
Camas.....	2,954,675.00	3,191,363.80	40,453.00	48,210.00	23,595.00	21,700.00	4,729.34	6,428.21	1,644.25	2,526.91	11,945.68	14,717.84
Canyon.....	21,645,783.00	23,281,886.49	636,203.45	828,815.37	499,467.34	419,187.62	8,424.57	12,953.84	35,288.42	26,095.19	74,943.07	6,999.32
Caribou.....	9,897,725.00	3,768,384.88	361,267.00	556,571.95	304,650.10	92,942.55	18,209.62	16,076.68	19,023.24	23,558.72	54,742.59	7,911.70
Cassia.....	4,434,698.20	12,716,694.07	94,720.00	65,802.00	47,350.00	68,302.00	4,861.91	660.29	6,218.76	4,330.15	8,189.51	20,559.42
Clark.....	9,893,280.00	9,886,957.00	129,356.29	154,328.47	31,700.00	47,350.00	4,861.91	660.29	6,218.76	4,330.15	8,189.51	20,559.42
Clearwater.....	3,741,506.00	4,261,557.00	63,871.00	69,035.00	15,150.00	21,150.00	1,857.28	4,449.00	2,983.09	4,918.74	6,555.87	4,175.59
Elmore.....	4,114,449.90	10,296,868.45	166,669.75	169,986.93	33,200.00	43,200.00	4,133.32	23,176.73	3,266.00	7,282.75	6,295.49	5,530.50
Franklin.....	5,922,812.00	7,803,888.48	300,805.00	315,205.00	136,632.92	189,206.89	17,967.00	18,228.11	12,041.31	14,498.14	7,170.43	1,928.59
Fronton.....	13,111,715.00	10,444,371.04	228,743.85	344,354.50	303,694.00	229,296.00	10,283.87	18,228.11	22,059.60	24,831.53	71,150.31	6,562.17
Gem.....	4,752,893.00	5,703,658.73	197,842.00	271,739.22	100,441.00	159,641.00	4,768.47	5,923.60	5,298.48	4,943.92	10,808.37	8,800.89
Gooding.....	7,345,647.00	8,166,481.85	231,490.00	344,838.00	211,300.00	230,800.00	16,994.61	4,165.85	14,628.01	9,950.88	22,066.46	12,917.04
Idaho.....	13,228,148.35	14,521,401.31	226,174.40	250,760.00	116,500.00	123,000.00	3,834.35	9,717.79	13,070.51	12,671.27	6,449.83	4,765.04
Jefferson.....	7,909,831.93	8,330,017.20	248,905.00	433,930.00	143,825.00	239,400.00	1,571.39	10,684.47	12,597.17	14,044.45	3,615.28	1,612.80
Jerome.....	18,126,322.00	18,353,524.94	519,369.00	593,066.00	173,575.00	216,475.00	15,338.27	12,760.68	27,247.44	17,696.93	38,725.71	35,556.86
Kootenai.....	19,846,889.00	20,991,206.00	191,955.00	603,934.15	163,100.00	161,050.00	6,523.34	14,238.25	14,238.25	13,405.55	27,199.68	17,681.41
Latah.....	5,347,920.57	5,929,658.50	109,721.50	112,255.00	74,150.00	77,087.50	7,275.78	11,666.50	6,204.00	6,502.37	12,647.40	18,747.68
Lemhi.....	8,590,115.00	8,450,506.82	210,824.50	227,761.95	64,933.75	129,824.96	5,090.11	11,505.24	10,469.45	16,812.47	10,221.26	2,246.32
Lincoln.....	8,834,243.00	6,641,158.72	285,068.00	210,907.00	177,650.00	127,400.00	4,470.19	4,211.11	8,887.64	16,514.50	2,189.61	8,146.28
Madison.....	6,966,654.82	7,585,466.25	211,208.00	359,907.00	39,709.24	121,184.24	6,811.32	4,868.56	2,687.71	14,116.94	26,915.44	26,915.44
Mindoka.....	7,985,616.00	6,912,961.16	272,492.38	257,455.00	232,506.56	284,660.00	Not rep'd	Not rep'd	8,529.25	16,698.22	17,823.34	20,718.86
Nex Perce.....	13,434,990.00	16,968,044.68	422,845.50	534,814.48	177,260.00	184,660.00	8,155.20	5,999.10	12,868.39	19,211.23	36,190.83	25,737.61
Oceana.....	5,608,056.00	6,240,823.00	116,734.00	181,034.00	129,650.00	137,650.00	10,121.09	15,994.71	8,976.53	9,565.41	1,170.20	33,628.87
Owyhee.....	7,082,681.74	7,344,100.28	164,099.00	99,126.00	38,537.50	74,137.50	7,035.67	22,853.19	2,691.97	4,263.48	20,005.20	49,075.94
Payette.....	5,211,302.85	5,834,345.00	166,722.50	169,702.53	106,300.00	169,150.00	711.05	812.52	9,298.09	6,712.77	20,005.20	32,042.32
Power.....	10,207,203.00	10,386,957.12	134,142.75	174,415.00	79,959.25	102,836.67	999.54	31,466.78	25,104.51	28,477.88	25,964.41	18,647.27
Shoshone.....	3,171,785.00	25,589,508.20	518,950.00	543,213.54	110,420.00	93,832.00	9,832.78	10,262.03	1,984.00	6,573.28	24,604.18	2,254.26
Teton.....	3,039,755.00	3,227,372.24	74,420.00	100,084.00	59,800.00	97,510.00	8,936.41	67,538.00	10,621.15	43,513.22	42,761.34	62,660.87
Twin Falls.....	23,294,518.74	26,765,798.26	69,182.20	1,070,233.77	792,420.00	30,025.28	2,157.60	2,106.88	9,279.33	5,631.69	824.30	74,293.14
Valley.....	4,485,745.25	5,191,343.94	69,182.20	72,589.81	34,644.87	10,900.00	17,430.59	11,407.10	8,054.02	27,034.41	31,967.22	74,293.14
Washington.....	10,523,987.00	10,238,189.89	213,526.60	246,465.60	113,200.00	170,090.00	17,430.59	11,407.10	8,054.02	27,034.41	31,967.22	74,293.14
Totals.....	\$444,278,457.26	\$489,060,493.76	\$10,937,494.96	\$14,825,839.73	\$7,001,640.84	\$8,877,945.28	\$395,441.70	\$683,401.56	\$510,413.38	\$754,096.36	\$1,098,792.83	\$809,774.04

\* Indicates Overdraft.

### AUDIT OF STATE INSTITUTION BOOKS

Early in December, 1919, the State Board of Education employed under contract, Mr. Jerry W. Robinson, C. P. A., of Boise, to audit the books of the Industrial Training School, Idaho Technical Institute, Albion State Normal School, Lewiston State Normal School, and the State School for the Deaf and Blind. All audits have been completed and accepted by the board, with the exception of the one for the School for the Deaf and Blind. This report will be completed in January, 1921. The period covered by these audits are as follows:

Industrial Training School, from the date of the last audit, July 1, 1916, to August 31, 1919; Idaho Technical Institute, from the date of the last audit, October 1, 1916, to June 30, 1919; Albion State Normal School, from the date of the last audit, November 1, 1916, to December 31, 1919; Lewiston State Normal School, from the date of the last audit, January 1, 1917, to March 31, 1920.

It is the policy of the board, beginning with the coming biennium, to have all institution books audited at the close of each year.

### FIRE INSURANCE—STATE INSTITUTIONS

All records and policies of fire insurance carried on the six State educational institutions are recorded and kept on file in this office. Insurance policies are authorized from this office and placed with the agent designated by the chairman of the executive committee of the institution concerned upon prescribed forms issued by this department. All policies bear a covering of what is known as a "blanket" form. This form as revised and completed during the past year provides for a stipulated amount clause applying to all buildings and a 90% co-insurance clause applying only to contents. This is believed to be an improvement over the old form in that institutions can now recover loss on contents regardless of the value of the contents or the building in which they are located at the time of the fire. In each case, a reduction in the average rate was secured. We are now carrying 90% of the value of all buildings and their contents with the exception of the fire-proof Administration Building at the University of Idaho and the new Administration Building at the Lewiston State Normal School.

The table below gives the amount of insurance carried on buildings, their contents, and the total of buildings and contents by institutions. Also the average rate for three years. This table also includes specific insurance carried on temporary buildings and the Administration Building at the University of Idaho. This table shows insurance in force totalling \$2,192,415.00. Total paid for premiums on insurance policies during the biennium by the six institutions, \$14,802.31.



## FIRE INSURANCE TABLE

December, 1920

Name of Institution	Location	Insurance carried on buildings	Insurance carried on contents of buildings	Total Insurance carried	Avg. rate for 8 yrs.
University of Idaho.....	Moscow....	\$601,115.00	\$294,270.00	\$895,385.00	1.16
University of Idaho.....	Experiment Station....	27,470.00	8,700.00	36,170.00	2.40
Lewiston Normal School....	Lewiston....	279,600.00	59,000.00	338,600.00	.94
Albion Normal School.....	Albion....	191,900.00	54,200.00	246,100.00	1.56
Idaho Technical School....	Pocatello....	218,180.00	47,140.00	265,320.00	1.05
Idaho Industrial School....	St. Anthony	189,910.00	77,080.00	266,940.00	1.21
Deaf and Blind School....	Gooding....	124,100.00	19,800.00	143,900.00	1.15
Total.....		\$1,632,275.00	\$560,140.00	\$2,192,415.00	

During the past biennium no losses have occurred at any of the educational institutions on account of fire.

## RECORD OF COUNTY CERTIFICATES ISSUED

Not until July, 1920, was there an accurate accounting made by this office of all county teachers' certificates issued by county superintendents. About one year ago, it came to the writer's attention that there was no record kept in this office, nor any other office, from which one could learn of the county certificates issued by each county superintendent, nor the grade of same. Under the old plan there was no means of checking the county superintendents as to their remitting to this office fees collected from this source.

The early part of this biennium there was prepared and furnished the county superintendents a form for their use in remitting, quarterly, fees received on account of county certificates issued, and as a result we received from a number of counties money collected from this source as far back as 1916-17. For each certificate issued, there is collected by the county superintendent issuing the same, a fee of \$1.00 for the Third Grade, \$2.00 for the Second Grade, and \$3.00 for the First Grade Certificate. These fees so collected are remitted to this office and a receipt issued for the same. The money thus received is deposited by this department with the State Treasurer, where it is placed to the credit of what is known as the "Teachers' Certification Fund".

The following plan for accounting for all certificates issued was presented to the State Board of Education at its January, 1920, meeting, at which time it was formally approved and adopted:

Each certificate now issued by the county superintendent bears a serial number. A record is kept in this office, giving the serial number of each certificate in the hands of the county superintendents, and the county superintendent is held responsible for each certificate and the number of the certificates issued.

Quarterly reports to this office in remitting these fees make provision for recording the serial number. Such a system gives this office a complete record of each certificate issued and the fees collected. Under the old plan there was nothing to prevent the county superintendent, through oversight or neglect, from issuing a certificate without this office or any other office having a record of the issuance of the same, or of the fees collected. At the time of the board's acceptance of the above plan, the board also formally approved and adopted a form of county certificate for First, Second and Third Grade certificates, which certificates are now uniform thruout the State.

Certification Fund receipts have increased from \$7,324.90 for the biennium 1917-18 to \$9,758.10 for the biennium 1919-20.

#### **BULLETINS**

During the past biennium, the State Board of Education has published nineteen bulletins dealing with the educational work of the schools of the State. These bulletins are distributed free of charge and may be had by writing the State Board at Boise. The following is a list of bulletins for distribution:

#### **LIST OF BULLETINS PUBLISHED BY THE DEPARTMENT OF EDUCATION**

##### **1919**

- Supplement to 1917-18 School Laws.
- Vol. V, No. 1, Third Biennial Report of State Board of Education.
- Vol. V, No. 2, Opinions of the Attorney General to the State Department of Education.
- Vol. V, No. 3, Educational Directory.
- Vol. V, No. 4, Report of a Committee to consider and recommend Vocational High School Courses for the Teachers. (Arithmetic, Geography, Grammar.)
- Vol. V, No. 5, State of Idaho Vocational Education.
- Vol. V, No. 6, Announcement of the Summer Schools for Teachers.
- Vol. V, No. 7, Compilation of Laws Pertaining to the State Board of Education and Educational Institutions of the State of Idaho.
- Vol. V, No. 8, State Text Book Directory.
- Vol. V, No. 9, Supplement to the Courses of Study, and Manual of Methods for the Public Schools of Idaho.
- Vol. V, No. 10, A Course in Professional Reading for the Teachers of Idaho.
- Vol. V, No. 11, Report of the Second State Conference of the County Superintendents of Public Instruction.

##### **1920**

- Vol. VI, No. 1, Educational Directory.
- Vol. VI, No. 2, Opinions of the Attorney General.
- Vol. VI, No. 3, Arbor Day—Bird Day.
- Vol. VI, No. 4, Announcement of Summer Schools for Teachers.
- Vol. VI, No. 5, (Sup.) Adoption of History Series, for the 4th, 5th, 6th, 7th and 8th grades in Common School Districts and Independent Districts.

- Vol. VI, No. 6, Manual and Course of Study for the High Schools of Idaho.  
 Vol. VI, No. 7, A Course of Professional Reading for the Teachers of Idaho.  
 Vol. VI, No. 8, Courses of Study and Manual of Methods for the Public Schools of Idaho.

The following publications or bulletins were issued during the past two years, at the expense of the board, for which there is a charge. Funds received from this source are turned into the State treasury in accordance with law, and the Department of Education receives no credit:

School Laws of the State of Idaho. (1917 issue revised to include the new laws passed at the 15th session of the State Legislature.)

	Cost of Printing.	Received from sales to Dec. 31, 1920
High School Course of Study.....	\$1,161.80	\$ 62.90
Elementary Course of Study.....	2,000.00	164.65

It is required that copies of the school law be furnished to school officials free of cost. A charge of \$0.35 is made for additional copies, the money therefrom being paid to the Secretary of State. The supply of school laws was entirely exhausted during the past year, and altho there was an urgent demand for additional copies throughout the State, a reprint could not be made by the board for lack of funds.

The new High School Course of Study is sold by this office at \$0.40 per copy, and the Elementary Course at \$0.35 per copy, all moneys being turned into the State treasury.

It is again recommended that the proceeds from the sales of all such bulletins be placed at the disposal of this board, to be applied upon the cost of such publications.

#### SMITH-HUGHES OR VOCATIONAL EDUCATION FINANCIAL SUMMARY

##### Biennium 1919-1920

A report in detail of the activities under the Smith-Hughes Act appears in a separate report to be published by the State Board for Vocational Education, which board, under the State's acceptance of the act, is the State Board of Education.

The bookkeeping work of the Vocational Board, involving an expenditure of \$76,839.53 during the biennium closing, is done by this office.

**SUMMARY FINANCIAL STATEMENT OF RECEIPTS AND  
EXPENDITURES, STATE BOARD FOR VOCATIONAL  
EDUCATION, BIENNIUM 1919-1920**

INCOME		
	Federal Allotment.	State Appropriation
1. Federal allotment .....	\$ 38,419.76	
2. Balance Federal Funds carried over from period of July 1, 1918, to Dec. 31, 1918 .....	2,410.36	
3. Interest on Federal Funds January 1, 1919, to December 31, 1920.....	425.52	
4. State offset to Federal Allotment.....		\$ 38,419.77
Total .....	\$ 41,255.64	\$ 38,419.77
EXPENDITURES		
1. Salaries of teachers—Agriculture.....	\$ 13,550.47	\$ 12,881.94
2. Salaries of teachers—Trade and In- dustry .....	6,947.25	2,680.33
3. Salaries of teachers—Home Economics	1,761.87	4,438.25
4. Salaries—Teacher Training in Agricul- ture, Trades and Industrial subjects and Home Economics, including su- pervision .....	13,088.43	8,509.51
5. Expense—Teachers Training in Agri- culture, Trades and Industrial subjects and Home Economics, including su- pervision .....	4,704.29	9,909.74
6. Interest—remitted to Federal Gov't....	*425.52	
7. Balance due school districts Dec. 31, 1920, and not yet paid.....	827.81	
Total .....	\$ 41,255.64	\$ 38,419.77

\* Under Federal Board requirements interest on Federal allotments must be remitted annually to the Secretary of the United States treasury.

#### APPROPRIATIONS

Under this heading the writer has endeavored to report graphically the amount of money the taxpayers of Idaho are paying for the maintenance of the four higher educational institutions and the two eleemosynary educational institutions, as compared to the amount received by these institutions from other sources than from taxation. On the following page will be found miniature buildings drawn to scale, showing graphically the comparative proportion of the total maintenance expenditures paid from taxation. The first pertains to the University of Idaho, the larger building representing the total maintenance expenditures by the university during the biennium 1919-20, while the smaller building indicates the amount received from taxation. The United States government and other sources of income have made available \$2.38 for the maintenance of the University of Idaho to each \$1.00 appropriated from taxation for this pur-

pose by the State. In each case, the large building represents the total maintenance expenditure for the biennium 1919-20, and the small building the amount received from taxation for this purpose.

During the past biennium, the six institutions have expended for maintenance a grand total of \$1,720,197.97. Of this amount, there has been received from taxation for this purpose the sum of \$1,036,846.08, or a ratio of \$1.66 to \$1.00.

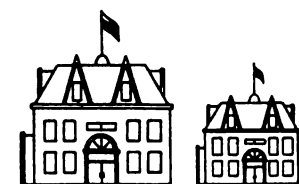
*Large Building Represents Total Maintenance Expenditures.  
Small Building Represents Portion Paid By Taxation.*



*University of Idaho*  
Total Maintenance Expenditures \$820,883.23  
Amount Paid By Taxation \$345,391.58  
42.1%



*Industrial Training School*  
Total Maintenance Expenditures \$208,006.61  
Amount Paid By Taxation \$161,736.41  
77.8%



*Idaho Technical Institute*  
Total Maintenance Expenditures \$227,860.66  
Amount Paid By Taxation \$154,931.58  
68%



*Lewiston Normal*  
Total Maintenance Expenditures \$208,513.39  
Amount Paid By Taxation \$163,688.15  
78.5%



*Albion Normal*  
Total Maintenance Expenditures \$154,332.02  
Amount Paid By Taxation \$114,657.90  
74.3%



*School for Deaf and Blind*  
Total Maintenance Expenditures \$100,602.06  
Amount Paid By Taxation \$96,440.06  
95.9%

**STATE BOARD OF EDUCATION, BIENNIUM 1919-1920**

The office force of the State Board of Education consisted of the following during the past biennium:

Assistant to the State Superintendent of Public Instruction.

Certification Clerk; having charge of the examination and recording of all certification records.

Chief Clerk; secretary to the Commissioner of Education, and has immediate charge of the clerical force.

Bookkeeper; has immediate charge of the financial records of the department and checks all institution claims and payrolls; receives and receipts for all money collected by the department.

Junior Clerk; secretary to the Business Agent and Auditor; has charge of all insurance records for the six institutions, and contract records.

Junior Clerk; secretary to the State Superintendent of Public Instruction.

One stenographer for the Vocational Educational Department.

Filing Clerk; secretarial work and filing records of the office.

The office work of the board during the past two years has materially increased due in part to the growth of the higher educational institutions and the constantly increasing demands for educational advice from all parts of the State, as well as additional duties in the preparation of required reports.

The entire office force has performed its work in a loyal and efficient manner, and I take this opportunity to publicly commend them for the splendid work at all times during the past two years, and especially for the last two months of the biennium, when the entire force worked at its best efficiency in order to have all records and reports completed at the required time for the biennium report.

The work required of this office force can better be appreciated and understood when it is stated that the average daily mail, as prepared and mailed by the office during the past two years has been 150 letters per day, 3,875 per month, or a total for the biennium of 93,000. This does not include the mailing of 480 pounds of second class mail, made up of department bulletins.

**FINANCIAL STATEMENT, STATE BOARD OF EDUCATION,  
BIENNIUM 1919-1920**

**STATE APPROPRIATION****INCOME**

1. Salaries .....	\$ 42,084.00	
2. Expense .....	16,066.00	
	<hr/>	
Total .....		\$ 58,150.00

## EXPENDITURES

1. Salaries, including State Supt. of Public Instruction .....	\$ 36,618.52	
2. Board honorarium .....	1,000.00	
3. Expense—		
Telephone and telegraph .....	1,018.21	
Printing .....	2,097.76	
Postage .....	1,216.13	
Office expense .....	2,056.68	
Travel expense .....	7,780.80	
Examiners' fees .....	1,344.77	
Examination questions .....	271.45	
Office equipment .....	280.20	
Balance December 31, 1920, returned to State .....	4,465.48	
<b>Total .....</b>		<b>\$ 58,150.00</b>

## CERTIFICATION FUND

## INCOME

Balance on hand January 1 1919 .....	\$ 43.50	
January 1, 1919, to December 31, 1920 .....	9,758.10	
<b>Total .....</b>		<b>\$ 9,801.60</b>

## EXPENDITURES

Salaries .....	\$ 4,352.83	
Printing .....	3,891.30	
Office supplies .....	3.60	
Postage .....	112.60	
Equipment .....	54.50	
Balance December 31, 1920 .....	1,386.77	
<b>Total .....</b>		<b>\$ 9,801.60</b>

## STATE BOARD OF EDUCATION BUDGET, BIENNIUM 1921-22

For the State Board of Education and Regents of the University of Idaho, and Superintendent of Public Instruction, Biennium '21-22:

Board honorarium .....	\$ 1,000.00	
Salary, State Superintendent of Public Instruction .....	\$4,800.00	
Clerical assistance .....	4,000.00	8,800.00

## Maintenance—

Salaries, Commissioner of Education, Business Agent, High School Inspector, Health Supervisor, Chief Clerk, Stenographers, clerical help, bookkeeper and contingent .....	42,600.00	
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## Miscellaneous Expense—

Telephone and telegraph, printing, postage, office expense, travel, office equipment and contingent .....	27,650.00	
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**Total .....** **\$ 80,050.00**

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**INSTITUTION BUDGETS, BIENNIUM 1921-1922**
**FOR UNIVERSITY OF IDAHO****MAINTENANCE—***Colleges, Schools, Experiment Station and Home Station:*

For Administration, Operation, Salaries,  
Equipment, Supplies and Expense (es-  
timated) .....\$1,145,300.00  
Less estimated income..... 449,300.00

Total ..... \$ 696,000.00

*Cooperative Extension Work in Agri-  
culture and Home Economics with U. S.  
Department of Agriculture:*

For Administration, Operation, Salaries,  
Equipment, Supplies and expense (es-  
timated) .....\$ 322,850.28  
Less estimated income..... 72,850.28

Total ..... 250,000.00

*Experimental Farms:*

Aberdeen, Caldwell, High Altitude, Sand-  
point and Jerome Stations: For Ad-  
ministration, Operation, Salaries, and  
Equipment, Supplies and Expense.... 54,000.00

Total ..... 54,000.00

Total Amount for Maintenance of Univer-  
sity of Idaho ..... \$1,000,000.00

**FOR LEWISTON STATE NORMAL SCHOOL**

MAINTENANCE for Administration, Operation,  
Salaries, Equipment, Supplies and Ex-  
pense (estimated) .....\$236,645.00  
Less estimated income..... 40,000.00

Total ..... \$196,645.00

CAPITAL ADDITIONS ..... 31,881.00

Total for Maintenance and Capital Ad-  
ditions Lewiston State Normal School. \$228,526.00

**FOR ALBION STATE NORMAL SCHOOL**

MAINTENANCE for Administration, Operation,  
Salaries, Equipment, Supplies and Ex-  
pense (estimated) .....\$166,902.00  
Less estimated income..... 46,500.00

Total for Albion State Normal School.... \$120,402.00

**FOR IDAHO TECHNICAL INSTITUTE**

MAINTENANCE for Administration, Operation,  
Salaries, Equipment, Supplies and Ex-  
pense (estimated) .....\$330,538.00  
Less estimated income..... 63,300.00

Total for Idaho Technical Institute..... \$267,238.00



**FOR INDUSTRIAL TRAINING SCHOOL**

<b>MAINTENANCE for Administration, Operation, Salaries, Equipment, Supplies and Ex- pense (estimated) .....</b>		<b>\$280,108.00</b>
<b>Less estimated income.....</b>		<b>36,000.00</b>
		<hr/>
<b>Total .....</b>		<b>\$244,108.00</b>
<b>CAPITAL ADDITIONS .....</b>		<b>69,300.00</b>
		<hr/>
<b>Total for Maintenance and Capital Addi- tions Industrial Training School.....</b>		<b>\$313,408.00</b>

**SCHOOL FOR THE DEAF AND BLIND**

<b>MAINTENANCE for Administration, Operation, Salaries, Equipment, Supplies and Ex- pense (estimated) .....</b>		<b>\$160,039.00</b>
<b>Less estimated income.....</b>		<b>4,000.00</b>
		<hr/>
<b>Total .....</b>		<b>\$156,039.00</b>
<b>CAPITAL ADDITIONS .....</b>		<b>25,050.00</b>
		<hr/>
<b>Total for Maintenance and Capital Addi- tions School for the Deaf and Blind...</b>		<b>\$181,089.00</b>

**STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION**

*To His Excellency,*  
HON. D. W. DAVIS,  
*Governor of Idaho.*

SIR: Acting under the provisions of law as set forth in Section 185, Idaho Compiled Statutes, I have the honor to submit herewith the Fifteenth Report of the State Superintendent of Public Instruction, for the biennium ending December 1, 1920.

ETHEL E. REDFIELD,  
*State Superintendent of Public Instruction.*

# REPORT

## AND RECOMMENDATIONS

### OF THE

# STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

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Of course it is not possible to make an exact appraisal of effort and accomplishment in education. The Russell Sage Foundation presenting an index number on school systems of the United States, based on the 1918 reports of State Superintendents, could only reduce to figures those facts of accomplishment to which statistical measurement could be applied. The ten sets of educational data in the index number are concerned with items of finance, school attendance, length of school term, etc.

Idaho, ranking eighteenth among the States of the Union, had in this report risen from thirty-fourth place in 1910. Many of the important items that are the essential factors making for either efficiency or the ineffectiveness of school systems cannot be reduced to the concrete expression of figures, but no final conclusion as to the rank of any State can be made without including these things. They are (1) the legal basis and organization of a school system, (2) professional leadership and supervision, (3) business management, (4) courses of study, (5) types of teachers trained or untrained, (6) plant and equipment, (7) actual results of class-room work.

### INFLUENZA EPIDEMIC

During the school year 1918-19, an epidemic, national in its scope and known as Spanish influenza, disrupted the work of our schools to such an extent that there was a real apprehension as to whether a normal restoration could be effected without the experience of practically a reorganization which would occupy a long period of time. In the hope of curbing the disease, the State Health Board ordered all schools closed in October 1918, and this order prevailed for five weeks. Many of the schools, including some of the State institutions, were closed for a much longer time, and some, after resuming work, were compelled to close a second time. During the period of epidemic, teachers all over the State rendered a splendid and unselfish service in nursing and assisting in the community work of caring for the stricken. All honor is accorded to these noble ones of our profession. We deplore the fact that some of the number were victims of the disease.

When the schools were reopened, teachers and students alike evidenced a splendid spirit of willingness and energy and the task of making up for time lost was assumed with vigor, so that ill effects of the enforced closing were reduced to a minimum.

#### OPINION OF THE ATTORNEY GENERAL

Since the quarantine imposed prevented teachers from performing the service of teaching during the period of quarantine, the question was repeatedly raised in all parts of the State as to whether teachers should receive salary compensation for that time.

The opinion of the Attorney General was sought on this matter, which elicited the following statement from him: "\* \* \* where the schools are closed, either temporarily or permanently by the district authorities, the district remains liable for the teacher's salary." \* \* \* "It further follows that in the case of a temporary suspension by any agencies of the Government other than the district trustees, that is, by opinion of law, the district remains liable for the teacher's salary during such temporary suspension, for the reason that although the intervention of the law suspended the performance of the contract temporarily, it did not discharge it and the teacher is compelled to hold herself in readiness to proceed with the contract when the cause of intervention is removed."

The above opinion was given on the statute governing common school districts. In the case of independent districts, an opinion on this matter was rendered in accordance with certain Supreme Court decisions, to the effect that the existing law gives to the board of trustees of independent districts the power to terminate teachers' contracts and discharge them permanently for the term by reason of an epidemic or quarantine, and that if the trustees of such independent districts should so choose to act the teacher has no recourse.

I recommend that the statute governing the contract of teachers in independent districts be changed so as to insure to teachers of such independent districts the same consideration and protection under their contracts as is accorded to teachers of common school districts.

#### SENATE BILL 131

At the 1919 session of the Legislature the State Department presented thru the Education Committee of the Senate a bill calling for the improvement, simplification and clarifying of many of the laws appearing in the school code. The bill was concerned with such subjects as school district boundaries, qualifications of electors at the various kinds of school elections, certification of teachers, etc. Because of a technical error, the bill failed to become a law after being passed by both the Senate and the House, and those who have the administering of school affairs were much disappointed.

The items appearing in Senate Bill 181 will again be the subject of a bill or bills at the next session of the Legislature.

#### **ASSISTANT TO THE SUPERINTENDENT**

In April 1919, Miss Retta Martin of Nezperce, Idaho, was added to the administrative staff of the State Department upon her appointment by the State Board as Assistant to the State Superintendent. Miss Martin had been a successful County Superintendent of Lewis county, Idaho, for six years.

#### **SMITH-HUGHES VOCATIONAL WORK**

The 1919 session of the Legislature accepted the provisions of the Smith-Hughes Vocational Act of Congress and made the appropriation necessary to offset the share of Federal funds apportioned to Idaho. This work, which had been previously initiated and established in the State under special authority given to the Governor to accept the provisions of the act on behalf of the State of Idaho, is now in charge of three supervisors under the direction of a State Director of Vocational Education. Interest in Smith-Hughes work has been marked and is most gratifying, and the results have been most satisfactory to all schools offering it. At present there are thirty-one schools doing agricultural work under the Smith-Hughes Act; sixteen schools carrying on the Home Economics work; twenty-seven schools and classes doing work in trade and industrial education.

#### **COUNTY SUPERINTENDENTS' CONFERENCES**

Annual five-day conferences of County Superintendents with the State Department were established in 1917. The conference in 1919 was held at the Albion State Normal School and the Idaho Technical Institute during the week of June 23. A five days' session was held, four days at Albion and one day at the Technical Institute. At this conference, members of the State Department of Education and of the faculties of the two institutions above named discussed topics and conducted round tables. The discussions covered such subjects as the school plant, official records and business forms, vocational work, Americanization, Thrift work, certification and all types of administration and supervision problems. The good citizens of Albion and Pocatello were most generous in their hospitality and did much to make the conference a memorable one from a social standpoint. As guests of the citizens of Albion an excursion to the "City of Rocks" not only afforded much pleasure but gave an opportunity to view a remarkable collection of gigantic rocks of all kinds of fantastic shapes which furnished a type of scenery unknown to many citizens of our State. At Pocatello every arrangement for the comfort of the superintendents was made. An elaborate meal was served by the students

and faculty of the Technical Institute, after which the citizens provided an excursion to the institute farm and to other points about the city.

The 1920 conference was held at Pocatello the week preceding the meeting of the N. E. A. at Salt Lake, June 28th to July 2nd. Assignment of topics and work of the conference was made to the County Superintendents present, and the President of the Technical Institute and the Superintendent of City Schools of Pocatello, together with members of the State Department, participated in the program. Important committees of the conference were the legislative committee and the eighth grade reading circle committee. The former presented its report to the legislative committee of the State Teachers' Association. The report of the reading circle committee will be found elsewhere in this bulletin.

Mr. Howard Driggs, author of the Driggs Language Series in use in our public schools, devoted some time to the conference with discussions on the teaching of language.

Delightful occasions of the week were the luncheon given by the Rotary Club at Pocatello and the excursion to the original site of Fort Hall, planned by the Chamber of Commerce of Pocatello. Mr. Miles Cannon of Boise delivered an instructive lecture on the early history of Idaho and the establishment of Fort Hall.

#### COUNTY SUPERINTENDENTS

The work of the County Superintendents in the State has been for the most part one of consistent self-sacrifice. Idaho has been blessed in having a splendid corps of County Superintendents. But the fact that the salaries paid to these servants of the people have been inadequate is one of the reasons why constructive work has not been effectively carried on in many counties. During the past biennium, many resignations of County Superintendents were recorded. Some appointments that were made were for a temporary tenure, since such appointees coming up for election were not successful. In order that the work in the counties shall be successful, it is necessary that a longer tenure of office be enjoyed by the County Superintendents. It is imperative that the salaries of such officers shall be made large enough to attract persons with the proper executive and administrative ability and to hold them. The law which governs the establishment of salaries for county officers by county commissioners, should be changed so that the minimum salaries for County Superintendents shall not be less than \$2000 per annum in the smallest counties, and a greater minimum should be established in larger counties where responsibilities and duties devolving upon the superintendent are greater.

## ANNUAL TEACHERS' INSTITUTES

In 1920 the number of teachers' institute districts, by action of the State Board, was changed from seven to six, the Central Section being eliminated. Custer and Lemhi counties, formerly of this section, were transferred to the Southeastern and Eastern Sections, respectively.

Institutes were regularly and most successfully held in 1919 and 1920 as follows:

<i>Section</i>	<i>1919</i>	<i>1920</i>
Northern.....	Sandpoint.....Oct. 1-5	Wallace.....Oct. 11-15
North Central.....	Lewiston.....Oct. 6-10	Moscow.....Oct. 4-8
Southwestern.....	Boise.....Sept. 1-5	Nampa.....Aug. 30-Sept. 3
South Central.....	Twin Falls.....Oct. 13-17	Twin Falls.....Oct. 25-29
Central.....	Salmon.....Oct. 27-Nov. 1	(Eliminated.)
Southeastern.....	Pocatello.....Oct. 20-24	Pocatello.....Oct. 18-22
Eastern.....	Rexburg.....Oct. 13-17	Idaho Falls.....Oct. 11-15

The Commissioner, State Superintendent, State Director of Vocational Education and State Supervisor of Home Economics, all from the State Department, visited all institutes and participated in the programs.

The reorganization of the State Teachers' Association, effected in December, 1919, at the regular meeting of that body, provided for the holding of section meetings simultaneous with the session of the respective teachers' institutes. The State Board of Education by resolution designated the fifth day of the teachers' institute session as "State Association Day." Accordingly, all sections organized for business on the day named, elected members to the executive committee, and, thru committees on legislation and by resolution, gave expression to their desires for new legislation. The new plan gives all teachers an opportunity to participate in the State Association and so keep in close touch with its actions, whether or not they have the opportunity to attend the annual sessions of the Association.

## THE IDAHO TEACHER

The Idaho Teacher, launched in September, 1919, as the organ of the State Teachers' Association, received a splendid welcome and support from the teachers of the State the first year of its existence, and the second year's large membership list attests to the appreciation of the paper.

## DISTRICT TRUSTEES' MEETINGS

In some of the counties the annual meeting of the district trustees is a most important and interesting conference and its value has been reflected in the increased interest in things pertaining to education in the respective districts. Owing to the influenza epidemic in the school year 1918-1919, plans for the holding of trustees' meetings were interrupted. The counties holding such meetings that year were:



<i>County</i>	<i>Place and Date</i>
Ada.....	Boise, March 27, 1919
Bannock.....	Pocatello, March 27 and 28, 1919
Benewah.....	St. Maries, April 12, 1919
Boundary.....	Bonniers Ferry, March 1, 1919
Camas.....	Fairfield, March, 1919
Canyon.....	Caldwell, Feb. 14, 1919
Franklin.....	Preston, February 20, 1919
Idaho.....	Grangeville and Kooskia, February, 1919
Jefferson.....	Rigby, March 22, 1919
Lewis.....	Nezperce, January 17 and 18, 1919
Minidoka.....	Rupert, March 1, 1919
Nez Perce.....	Lewiston, January 3, 1919
Twin Falls.....	Twin Falls, May, 1919
Valley.....	Cascade, March 22, 1919

In the year 1919-20, the following meetings were conducted:

<i>County</i>	<i>Place and Date</i>
Ada.....	Boise, April 10, 1920
Adams.....	Council, May 3, 1920
Bannock.....	Pocatello, March 12 and 13, 1920
Bingham.....	Blackfoot, March 19, 1920
Blaine.....	Hailey, March 12, 1920
Bonner.....	Sandpoint, March 27, 1920
Bonneville.....	Idaho Falls, April 17, 1920
Boundary.....	Bonniers Ferry, March 20, 1920
Butte.....	Arco, January 4, 1920
Camas.....	Fairfield, March 19, 1920
Canyon.....	Caldwell, February, 1920
Caribou.....	Soda Springs, July, 1920
Cassia.....	Burley, May 1, 1920
Clark.....	Dubois, February 1, 1920
Clearwater.....	Orofino, January 16, 1920
Franklin.....	Preston, April, 1920
Gem.....	Emmett, February 7, 1920
Gooding.....	Gooding, September 8, 1920
Idaho.....	Grangeville and Cottonwood, March, 1920
Jefferson.....	Rigby, January 14, 1920
Jerome.....	Hazelton, November 19, 1920
Kootenai.....	Coeur d'Alene, March 5 and 6, 1920
Lewis.....	Nezperce, July 26, 1920
Lincoln.....	(Held in four different sections)
Madison.....	Rexburg, February 1, 1920
Minidoka.....	Burley, May 1, 1920
Nez Perce.....	Lewiston, January 15 and 16, 1920
Power.....	American Falls, April 12, 1920
Teton.....	Driggs, February, 1920
Valley.....	Cascade, March 23, 1920
Washington.....	Weiser, Midvale and Cambridge, July, 1920

#### COURSES OF STUDY

For several years the State Department has conducted an examination in high school curriculum for all applicants for high school certificates, but until September, 1920, there was no manual which comprehensively set forth a high school course of study and the requirements of the State Board concerning high schools. Following a meet-

ing of city superintendents with the State Commissioner and State Superintendent, held in December, 1919, committees for each subject taught in the high school were named from the teaching force of the schools of the State, who prepared courses that were subsequently compiled and published by the State Department with other material in a High School Manual. This manual not only fills a long felt want, but bids fair to be the inspiration for standardized work of the highest quality in our high schools.

In the summer of 1920 a revision of the manual of the Elementary Course of Study, which had been in use for several years, was made. The manual is divided into two parts—instruction, and discipline and management. The new material embodied in the manual covers courses for the history series, language, physiology, manual and household arts, music and thrift instruction. In addition to the courses named above, there are suggestions for teaching manners and morals, for the work in physical culture, an abridged course of the Modern Health Crusade, with a page on patriotic instruction. Under "Discipline and Management" there are suggestions made to the teacher in the subjects of discipline, preparation and assignment of lessons, class management, the ventilation of school rooms, personal manners, etc., with a list of suggested texts for the use of the teacher.

All schools, except Independent Class A Districts, are required to follow the State Course of Study and to use the texts adopted by the State Board of Education.

#### READING CIRCLE WORK

Interest in the reading circle work for teachers has been increasing year by year. It is gratifying to notice that many teachers are gladly availing themselves of the suggested list of professional books submitted by the State Reading Circle Board, whether or not they expect to write a review on such books with the hope of securing a grade of 10 per cent added to the lowest passing grade made on any subject in the teachers' examinations. The list of reading circle books for teachers and for school administrators for the present year is as follows:

#### BOOKS ON WHICH TEACHERS MAY WRITE REVIEWS FOR CREDIT

"Practical Problems of the School." Waits. Benjamin H. Sanborn & Co., Chicago.

"Our Living Language." Driggs. University Publishing Co., Lincoln, Neb.

"Health Through Will Power." Walsh. Little, Brown & Co., Boston.

"The Human Factor in Education." Munroe. Macmillan Book Co., San Francisco.

"Psychology for Teachers." LaRue. American Book Co., New York.

"A Philosophy of Play." Gulick. Charles Scribner's Sons, New York.

"Systematic Moral Education." Clark. A. S. Barnes & Co., Chicago.

"Danger Signals for Teachers." A. E. Winship. Forbes & Co., Chicago.

#### **BOOKS FOR SELF-IMPROVEMENT OF TEACHERS AND FOR AID IN CLASSROOM**

"New Schools for Old." Dewey. E. P. Dutton & Co., New York.  
"Thrift and Conservation." Chamberlain. J. P. Lippincott Co., Philadelphia.

"Administration of Village and Consolidated Schools." Finney and Schafer. Macmillan Book Co., San Francisco.

"Teaching by Projects." McMurray. Macmillan Book Co., San Francisco.

"Youth and the Race." Swift. Charles Scribner's Sons, New York City.

"Imagination and its Place in Education." Kirkpatrick. Ginn & Co., San Francisco.

"Modern Elementary School Practice." Freeland. Macmillan Book Co., San Francisco.

"Reveries of a Schoolmaster." Pearson. Charles Scribner's Sons, New York.

"Personality Studies in Personal Development." Spillman. Gregg Publishing Co., New York.

"The Community Center." Hanifan. Silver-Burdett & Co., New York.

#### **BOOKS FOR COUNTY SUPERINTENDENTS AND SCHOOL ADMINISTRATORS**

"Consolidated Rural Schools." Rapier. Charles Scribner's Sons, New York.

"The Classroom Teacher." Strayer and Enghardt. American Book Co., New York.

"Rural School Management." Wilkinson. Silver-Burdett & Co., New York.

"Child Life and the Curriculum." Meriam. World Book Co., Yonkers, N. Y.

"Speaking and Writing English." Sheridan. Benjamin H. Sanborn & Co., Chicago.

"How to Live." Fisher. Funk & Wagnalls, New York.

"How Children Learn." Freeman. Houghton, Mifflin Co., Boston.

"Education and the General Welfare." Frank K. Sechrist. Macmillan Co., San Francisco.

"The Scientific Measurement of Classroom Products." Chapman and Rush. Silver, Burdett & Co., New York.

"The Rural Teacher and his Work." Foght. Macmillan Co., San Francisco.

In 1920 a list of reading circle books for eighth grade pupils was prepared, and distributed to the schools in September of that year. This is the first time that such a list has been suggested, but the proposal met with the hearty approval of many city and county superintendents. A committee of county superintendents was appointed to make up the list for the current school year. This list as approved follows:

- "Modern Americans." Laurel Book Co., Chicago.  
"Modern Europeans." Laurel Book Co., Chicago.  
"The Story of the Forest." American Book Co., New York.  
"The True Citizen." American Book Co., New York.  
"Sailing the Seas." American Book Co., New York.  
"A School History of the Great War." American Book Co., New York.  
"Mary Rose of Mifflin." D. Appleton Co., New York.  
"That Year at Lincoln High." Macmillan Co., San Francisco.  
"Roosevelt, the Boy and the Man." Macmillan Co., San Francisco.  
"The Making of an American." Macmillan Co., San Francisco.  
"The White Indian Boy." World Book Co., Yonkers, N. Y.  
"Child's Book of American Biography." Little, Brown & Co., Boston.  
"At School in the Promised Land." Houghton, Mifflin Co., New York.  
"A Perfect Tribute." Scribner's Sons, New York.  
"Foster's Story of the Bible." Book Supply Co., Chicago.  
"The New Europe." Ginn & Co., Chicago.  
"Great Cities of the United States." Iroquois Publishing Co., Syracuse, N. Y.

#### VOCATIONAL HIGH SCHOOL COURSES FOR TEACHERS

To those having the examination and certification of teachers in charge it has long been apparent that those applicants for teachers' certificates who are required to take examination in the common branches are very deficient in subject matter. It was recognized that this ignorance was largely due to the fact that the subjects concerned were studied in the elementary grades when the minds of pupils are immature, and that the four years' high school course, intervening between the time of study of these subjects and the time of examination, had tended to impair the knowledge acquired in the subjects. It was therefore deemed wise that an opportunity be given to persons in the senior classes of the State high schools who expected to become teachers to have the benefit of short "re-view" and "new-view" courses in some of the subjects required in the examination for teachers' certificates. Accordingly, a committee was appointed by the State Teachers' Association at its meeting in December, 1918, which prepared teachers' vocational courses for high schools in arithmetic, geography and grammar.

Schools offering such courses to prospective teachers of the senior classes are expected to follow the courses as outlined without making these courses "method" courses, as it is not intended that professional training of teachers shall be given in high schools.

Representatives of the State Department of Education examine and approve vocational high school courses for teachers when they are established in accordance with the courses above described. During the school year 1919 and 1920, four school districts of the State were visited by representatives of the State Department and the work of the teachers' vocational classes approved. These were St. Anthony, Caldwell, Malad and Emmett.

### CERTIFICATION OF TEACHERS

The time is at hand when the laws governing the certification of teachers should be considerably simplified. It would seem that but three types of State certificates are required, viz:

- An elementary school certificate.
- An elementary school life certificate.
- A high school certificate.
- A high school life certificate.
- A specialist's certificate.

I would recommend that our State and county certification laws be so revised that they will specify certain standards to be attained each year until 1925, at which time no one will be permitted to teach in the public schools of Idaho who has not had at least two years of professional training.

At a meeting of State Superintendents of the nation held at Salt Lake City July 3rd and 4th, 1920, the following tentative suggestions as an objective for future legislation were approved:

The system of teachers' examinations should be abolished as soon as possible to the end that all certificates should be based on training. After training has been secured and after ability to teach has been established, certificates should be granted for life without examination, subject to revocation or suspension for cause. Teachers should be divided into seven classes for training and certification; namely,

- Kindergarten
- Elementary
- Intermediate
- Secondary
- Special
- Normal School
- College and university

Kindergarten and elementary teachers should have as a minimum training not less than eight years in elementary school, four years of nine months each in the high school, and two years of professional work in a normal school or college.

Secondary school teachers should have the same amount of elementary and high school training and should also have attained unto graduation from a four years' course in a normal school, or college. The certificates of secondary teachers should be granted in all the subjects which they have pursued for as much as two years in a college or normal school.

Special teachers should have the elementary and high school education as required for the others, with not less than two years' special training in a college or normal school.

There should be special training and certification for teachers in intermediate or so-called junior high schools, said training should be not less than three years beyond the high school.

All college and normal courses for the preparation of teachers should be at least one-fifth professional in character.

There should be the same standards for teachers in rural and city schools.

There should be no lowering of standards in training of teachers during the stress of the present times. Certificates shall not be granted to teach in the public schools of the nation except to American citizens, and then only to such citizens as have taken the oath of allegiance to the United States. There should be the same salaries for all teachers with the same qualifications, irrespective of grade or school.

#### STATE CERTIFICATES ISSUED

The following are the State certificates issued by the State Department during the last biennium:

	1919	1920
State life by examination.....	25	28
State life by indorsement.....	65	87
State eight year by examination .....	46	61
State eight year by indorsement .....	246	293
State specialist's certificate .....	53	81
State high school five-year }	101	138
State high school, one-year }		
Three-year provisional .....	101	103
University two-year provisional.....	16	14
Specialist's certificate in trades and industries.....	1	1

#### CERTIFICATES ISSUED BY COUNTY SUPERINTENDENTS

County	1918-1919			1919-1920		
	First	Second	Third	First	Second	Third
Ada .....	21	27	8	32	24	20
Adams .....	4	8	9	7	12	6
Bannock .....	13	25	14	15	24	32
Bear Lake .....	6	20	10	10	11	10
Benewah .....	1	6	8	5	13	5
Bingham .....	6	54	16	11	43	20
Blaine .....	3	4	3	4	4	6
Boise .....	..	2	20	3	6	5
Bonner .....	7	10	4	6	11	16
Bonneville .....	13	29	15	10	32	28
Boundary .....	2	2	2	4	4	3
Butte .....	4	8	10	8	9	8
Camas .....	..	8	2	1	5	2
Canyon .....	14	20	6	28	23	9
Cassia .....	2	18	9	2	14	4
Clearwater .....	2	5	2	1	1	3
Custer .....	2	8	12	4	13	5
Elmore .....	6	1	5	7	4	8
Franklin .....	8	26	18	6	23	38
Fremont .....	15	23	19	..	..	..

County	1918-1919			1919-1920		
	First	Second	Third	First	Second	Third
Gem .....	7	13	5	6	11	10
Gooding .....	9	10	6	5	8	9
Idaho .....	13	24	14	..	9	4
Jefferson .....	2	18	10	6	20	14
Kootenai .....	14	44	19	11	30	18
Latah .....	23	17	15	13	12	17
Lemhi .....	7	9	12	8	11	10
Lewis .....	2	4	1	1	4	4
Lincoln .....	2	13	5	2	5	5
Madison .....	10	31	12	13	23	13
Minidoka .....	3	16	8	8	9	4
Nez Perce .....	2	6	4	3	9	3
Oneida .....	3	5	14	4	10	33
Owyhee .....	..	7	8	11	..	13
Payette .....	6	6	3	5	5	4
Power .....	11	8	13	5	10	15
Shoshone .....	2	8	2	..	2	2
Teton .....	2	7	10	4	12	6
Twin Falls .....	16	22	11	14	17	30
Valley .....	2	11	11	2	11	10
Washington .....	9	22	13	5	22	18
Total.....	274	605	388	296	530	489

#### CERTIFICATES ISSUED BY STATE NORMAL SCHOOLS AND TECHNICAL INSTITUTE

The number of teachers' certificates issued at the State normal schools and the Technical Institute during the biennium follows:

	Certificates	Diplomas	Provisional Elementary Certificates
Albion Normal .....	363	86	..
Lewiston Normal .....	866	180	..
Technical Institute .....	...	...	16
Total.....	1229	266	16

#### STATE CERTIFICATES REVOKED

During the biennium the State Board of Education revoked two State certificates. These revocations were made because of failure of the holders of the certificates to abide by their contracts with school trustees.

#### TEACHER SHORTAGE

During the school year 1919-20, Idaho, with the other States of the nation, experienced a shortage of teachers, and a number of rural schools, especially in remote sections, were without teachers. This condition led to the request by a number of school boards that they be permitted to employ teachers who did not hold certificates. The State Department held that the violation of the law, even in view of the existing emergency, would be detrimental to the schools of the State,

that it would lower the standards already attained, and that County Superintendents, under their oath of office, could not countersign salary warrant orders nor permit the payment of unlicensed teachers. The wisdom of this decision has been very apparent and many comments of approval have been bestowed upon school officers for maintaining a firm attitude in this matter.

The present school year witnesses practically all schools in the State filled with licensed teachers. A very few schools have no teachers, but this is not due to the fact that there are not sufficient certificated teachers in the State, but that these teachers do not choose to take these schools.

The raising of teachers' salaries, no doubt, was an influential factor in relieving the teacher shortage in Idaho. Salaries are not yet at the point which they should be in many districts, but at this time the school districts all over the State are meeting the salary question with as great increases as possible, in view of available funds permitted by the legal levy.

#### **DEPARTMENT SUPERVISORS**

It is recognized by those engaged in the public school work of the State that proper efficiency demands the services of one or more rural school supervisors, a high school supervisor and a health supervisor, in connection with the administrative staff of the State Department of Education.

I recommend that the State Board of Education make request for a budget sufficiently large to provide for the salaries and traveling expenses of the supervisors suggested above.

#### **SCHOOL HOLIDAYS**

I would recommend that certain days be designated by law which shall be observed generally throughout the State as school holidays. The question of holidays is a constantly recurring one on the part of school trustees and superintendents.

As school holidays I recommend the following: New Year's Day, Memorial Day, Fourth of July, Thanksgiving and Christmas, and such other days as may be determined by the State Department of Education following the Governor's proclamation. Washington's and Lincoln's birthdays, and Columbus Day can and should be made days of special observance by means of particular school exercises. Such observance would tend to promote the inculcation of patriotic principles, and the impressions of the meaning of the respective days, which would be gained by the children of all schools, would be more vivid and permanent than if school sessions were suspended.

#### **FOREST RESERVE SCHOOL FUND**

In the last biennial report I recommended that the law direct the apportionment of the forest reserve school fund by the County Super-



intendents of counties having forest reserves. The law, as enacted by the 1919 Legislature, provides for the apportionment by the County Superintendent on or after the 1st day of January of each year of the forest reserve school fund to such districts within the county having the most urgent need of the same for the construction, repair, support and maintenance of public schoolhouses and schools, giving the preference when other conditions are equal (1) to such districts having any portion of the forest reserve in their boundaries; and (2) to those districts which, on account of sparse population or small assessed valuation, are least able to provide for the necessary facilities for common school education; the balance, if any, to be apportioned to those districts entitled to aid in the apportionment of the general school fund.

The apportionment by the State Treasurer of the Forest Reserve School Fund for the past two years follows:

#### Forest Reserve School Fund

	1919	1920
Adams .....	\$ 4,183.02	\$ 4,625.82
Bannock .....	2,587.55	2,405.30
Bear Lake .....	2,610.38	2,591.70
Benewah .....	21.18	37.65
Blaine .....	3,690.90	4,215.84
Boise .....	3,536.35	3,479.24
Bonner .....	4,775.16	7,402.16
Bonneville .....	6,670.44	6,203.90
Boundary .....	5,492.61	8,627.76
Butte .....	799.68	727.88
Camas .....	3,163.62	2,694.72
Caribou .....	4,950.89	4,346.43
Cassia .....	5,778.86	5,239.51
Clark .....	2,517.95	2,362.98
Clearwater .....	401.46	500.33
Custer .....	7,940.51	7,063.51
Elmore .....	4,130.32	3,985.79
Franklin .....	1,262.22	1,345.42
Fremont .....	5,113.04	4,863.14
Gem .....	279.68	262.90
Idaho .....	8,109.98	6,114.11
Kootenai .....	5,707.63	7,713.69
Latah .....	43.38	71.53
Lemhi .....	7,911.88	6,925.13
Madison .....	294.98	348.40
Oneida .....	1,122.02	1,167.47
Power .....	627.00	550.07
Shoshone .....	14,736.94	19,614.95
Teton .....	884.95	805.12
Twin Falls .....	1,430.81	1,304.47
Valley .....	3,849.05	5,971.41
Washington .....	1,143.16	1,269.46
Total .....	\$115,767.60	\$124,847.79

### **THE TRAVELING LIBRARY**

The State Superintendent of Public Instruction is Secretary of the State Library Commission. As a member of that Commission, I would recommend that greater appropriations be made for the work of the State Traveling Library. The report of the Library Commission will show that there has been a great demand for books during the past biennium from the traveling library and that this demand is on the increase. I believe that the traveling library has the mission of augmenting the work of schools among the young people and among adults and that its plan of operation performs a peculiar function which cannot be accomplished thru any other agency. If its work is of sufficient importance and service to the people of the State to justify its existence, it merits a proper substantial financial support.

### **STATE LAND BOARD**

Senate Bill 19 passed by the Fifteenth Legislature, placed the detail work of investments of school funds and of matters connected with the reclamation work of the State, which was formerly performed by the State Board of Land Commissioners, in the hands of the Commissioner of Public Investments and Commissioner of Reclamation, respectively.

In the last biennial report I called attention to the fact that for a long period in the history of the State prior to October 1, 1917, the interest earnings of the public school irreducible fund and the various endowment funds, accruing during the time of their deposit in banks pending their permanent investment, had been diverted to the General Fund of the State. It is obviously the duty of the State to restore to the respective funds the amount diverted. I therefore repeat the recommendation that the Legislature appoint a commission to make a full and thorough investigation of the earnings and accrue-ments of endowment funds in order that correct information may be secured as to the amount which properly and legally belongs to such funds and which has been applied to the General Fund of the State. This commission should serve without pay, except for expenses incidental to the performance of its duties and for assistance of expert accountants.

### **APPORTIONMENT OF PUBLIC SCHOOL INTEREST FUND**

In conformity with Section 907 of the Idaho Compiled Statutes, I present the following report of apportionment made the past biennium to the respective counties from the Public School Interest Fund by the State Superintendent of Public Instruction:

County	January 1919	July 1919	January 1920	July 1920
Ada .....	\$ 11,100.77	\$ 22,315.37	\$ 14,274.21	\$ 22,954.56
Adams .....	1,220.80	2,454.12	1,507.43	2,424.11
Bannock .....	10,173.75	18,789.27	11,737.90	18,875.80
Bear Lake .....	3,904.34	7,848.72	4,815.40	7,743.67
Benewah .....	2,231.76	4,486.40	2,690.34	4,326.35
Bingham .....	8,517.27	17,121.76	10,508.63	16,899.00
Blaine .....	1,739.24	3,496.30	2,177.40	3,501.48
Boise .....	708.53	1,424.32	744.75	1,197.62
Bonner .....	4,058.64	8,158.88	5,086.07	8,178.96
Bonneville .....	6,789.08	13,647.79	9,418.43	15,145.87
Boundary .....	1,339.30	2,692.33	1,695.86	2,727.11
Butte .....	1,186.24	2,384.64	1,492.47	2,400.05
Camas .....	707.30	1,421.85	786.62	1,264.96
Canyon .....	8,961.59	18,015.07	12,331.60	19,830.54
Caribou .....	.....	1,662.53	850.93	1,368.37
Cassia .....	6,664.41	13,397.16	8,407.50	13,520.16
Clarke .....	.....	2,037.23	1,069.26	1,719.47
Clearwater .....	1,612.10	3,240.73	2,036.82	3,275.42
Custer .....	1,326.96	2,667.52	1,580.71	2,541.94
Elmore .....	1,505.94	3,027.31	1,905.22	3,063.79
Franklin .....	4,765.94	9,580.74	5,878.67	9,453.54
Fremont .....	5,653.45	9,327.63	5,908.58	9,501.64
Gem .....	2,449.01	4,923.13	3,237.68	5,206.53
Gooding .....	2,730.45	5,488.88	3,509.85	5,644.23
Idaho .....	4,768.41	9,585.70	5,622.95	9,042.32
Jefferson .....	4,024.07	8,089.40	5,114.49	8,224.65
Jerome .....	.....	4,129.06	3,035.79	4,881.87
Kootenai .....	6,302.74	12,918.24	8,181.68	13,157.03
Latah .....	7,090.27	14,252.24	8,693.13	13,979.49
Lemhi .....	1,686.16	3,389.60	2,168.42	3,487.05
Lewis .....	2,411.98	4,848.67	2,943.07	4,732.76
Lincoln .....	2,568.74	2,493.82	1,583.70	2,546.75
Madison .....	3,878.42	7,796.61	5,120.47	8,234.26
Minidoka .....	4,073.45	6,729.59	4,486.39	7,214.60
Nez Perce .....	5,941.06	11,943.60	7,339.74	11,803.08
Oneida .....	3,501.93	7,039.78	4,166.37	6,699.96
Owyhee .....	1,399.78	2,813.92	1,840.92	2,960.38
Payette .....	2,858.82	5,746.96	3,998.87	6,430.61
Power .....	2,194.73	4,411.94	2,664.92	4,285.47
Shoshone .....	4,445.00	8,935.57	4,565.65	7,342.06
Teton .....	1,804.66	3,627.82	2,192.35	3,525.52
Twin Falls .....	9,624.45	19,347.59	12,523.02	20,138.37
Valley .....	1,192.41	2,397.04	1,422.19	2,287.02
Washington .....	3,731.53	7,501.32	4,692.77	7,546.47
Total .....	\$162,845.48	\$327,609.15	\$206,009.22	\$331,284.89

The amount apportioned per capita of the school census enumeration in 1919 amounted to \$3.72; in 1920 it amounted to \$3.90 per capita.

#### THRIFT INSTRUCTION

Early in October 1919, the officers of the Twelfth Federal Reserve Bank summoned to a conference at San Francisco the State Superintendents of the States of the Twelfth Federal Reserve District for

the purpose of proposing the establishment of thrift instruction as a regular part of the public school curriculum and for laying plans for such instruction. At that time the State Superintendents were named State Directors of Thrift Education and plans were definitely formulated for the prosecution of the sale of Thrift and Government Savings Stamps together with the prosecution of other forms of thrift education. The State Director of Thrift Education for Idaho and the County Superintendents as County Directors of Thrift Education have vigorously carried on the thrift work. During the school year 1920, more than \$68,000.00 was invested by the pupils of our public schools in Thrift and Government Savings Stamps. This is considered gratifying in view of the fact that interest in this type of investment has fallen off considerably since the close of the war. At the San Francisco conference the following statements were prepared and subscribed to by the State Superintendents present:

"We are living in a period of exceptional extravagance and high prices. Never in the history of the nation has there been such waste of time, labor, money and materials. During the war, the people of America were told that thrift would win the war—that we should save food, clothing and money. The people responded to the drives that were made, and saved, sometimes until it hurt. It is evident, however, that the practice of thrift has not carried over. On the contrary, there has been a reaction that has now reached the point of danger. We therefore feel that a concerted effort should be made to check extravagance and promote thrift as a life habit.

"Thrift is the saving of four things—time, talent, health and money. It needs no arguments to show that these things are essential in the life of the nation. The world will not be safe and stable until there is greater conservation of these things. Our nation is facing a winter of unpreparedness. Unless the prices of shoes, hats, clothing, milk, butter, eggs, potatoes, flour, fuel and other necessities are reduced, the children of the nation will suffer. At such a time it is alarming that people of small means should make extravagant and unnecessary purchases, and even anticipate their income by making such purchases on time. Children growing up under such conditions are certain to develop false ideals and form extravagant habits.

"In the interest of the future citizenry of America, we, the State Superintendents of Public Instruction, in the Twelfth Federal Reserve District, appeal to our people to do everything in their power to discourage and check extravagance, and by precept and example, to aid the schools in the teaching of thrift. We urge upon school officials and teachers the necessity for the teaching of thrift, as a patriotic duty and as a means of meeting this great social and economic crisis.

"As a practical plan of procedure, we advocate the following steps:

"First, the teaching of the principles of thrift as a regular part of the school program.

"Second, the setting up of suitable administrative school machinery to enable and encourage children to invest in Thrift and War Savings Stamps.

"Third, the checking of extravagance in dress among school boys and girls manifested in many ways. To this end we recommend that school boards and teachers insist upon reasonable economy and modesty in dress, and we appeal to parents and pupils to cooperate in the effort to check such extravagance.

"Fourth, that thrift education be regarded as a continuous process, involving habit formation that must be directed and controlled outside of school as well as during school attendance."

#### **QUARTERS OF THE STATE BOARD OF EDUCATION**

In October 1920, the offices of the State Board of Education were moved to new quarters in the east wing of the capitol. I would call attention to the fact that these quarters, being primarily intended as committee rooms for the House of the Legislature, are ill-suited to the needs of the work of the Board. They are also inadequate at the present time and will be so in a greater degree in the future as the personnel of the State Department of Education is constantly growing and the necessary office equipment is likewise increasing. Steps should be taken at once to provide suitable, adequate quarters for an important department of the State's business and I respectfully make that recommendation.

#### **STATISTICS**

The following tables of statistics concerned with the public schools of the State are presented for information, and for comparison with similar tables appearing in the biennial report of 1918. Especial attention is directed to the average length of school terms which is considered gratifying and to the marked increase in teachers' salaries that came about during the biennium.



# SCHOOL STATISTICS BY COUNTIES

Counties	Census		Enrollment 1918-19					Enrollment 1919-20				
			Elementary		High School		Total	Elementary		High School		Total
	1918-19	1919-20	Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls	
Ada.....	8,991	9,604	3,263	3,070	587	721	7,641	3,688	3,468	645	850	8,651
Adams.....	1,012	1,007	398	343	16	30	787	417	369	20	27	833
Bannock.....	8,004	7,843	2,621	2,612	262	373	5,868	2,985	2,770	237	280	6,272
Bear Lake.....	3,150	3,213	614	575	91	139	1,419	1,134	1,058	54	68	2,314
Benewah.....	1,808	1,799	705	622	59	86	1,472	734	638	44	70	1,486
Bingham.....	6,840	6,952	2,375	2,294	206	295	5,170	2,539	2,364	270	322	5,495
Blaine.....	1,409	1,682	488	496	37	50	1,071	572	590	56	60	1,278
Boise.....	555	520	173	166			339	186	172			358
Bonner.....	2,648	3,374	1,368	1,283	105	156	2,912	1,426	1,381	139	193	3,139
Bonneville.....	5,618	6,192	2,157	1,997	124	202	4,480	2,412	2,316	183	251	5,162
Boundary.....	1,093	1,133	408	385	42	43	878	419	420	48	77	964
Butte.....	936	1,040	424	393	18	26	861	423	429	29	49	930
Camas.....	569	526	253	237	3	10	503	265	227	2	9	503
Canyon.....	7,156	8,302	3,073	3,103	362	540	7,078	3,642	3,569	404	509	8,124
Caribou.....		507						236	177	29	43	485
Cassia.....	5,408	5,612	2,132	1,955	161	178	4,426	2,060	1,849	313	388	4,610
Clark.....		707						239	285	5	18	547
Clearwater.....	1,311	1,372	563	474	46	66	1,149	540	537	63	74	1,214
Custer.....	1,080	1,057	421	334	24	41	820	492	398	32	47	969
Elmore.....	1,232	1,274	436	407	59	82	984	499	501	65	99	1,164
Franklin.....	3,861	3,931	1,166	1,132	33	40	2,371	1,300	1,330	23	31	2,684
Fremont.....	4,572	3,919	1,375	1,397	81	103	2,956	1,453	1,397	108	125	3,083
Gem.....	1,984	2,172	786	719	88	95	1,688	878	780	98	102	1,858
Gooding.....	2,211	2,348	907	797	125	184	2,013	1,021	952	168	196	2,337
Idaho.....	3,755	3,683	1,270	1,260	89	145	2,764	1,259	1,215	108	148	2,730
Jefferson.....	3,317	3,436	1,209	1,189	87	148	2,633	1,366	1,317	125	223	3,031
Jerome.....		1,988						917	848	83	96	1,944
Kootenai.....	5,205	5,471	1,821	1,776	226	307	4,130	1,947	1,811	257	353	4,368
Latah.....	5,292	5,857	1,911	1,861	251	110	4,133	1,951	1,629	296	344	4,220
Lemhi.....	1,442	1,456	477	465	35	51	1,028	546	479	44	69	1,138
Lewis.....	1,954	1,970	775	773	70	115	1,733	763	733	112	129	1,737
Lincoln.....	2,074	1,048	950	888	99	123	2,060	400	431	37	62	930
Madison.....	3,290	4,370	1,087	1,014	56	60	2,217	1,160	1,107	56	60	2,383
Minidoka.....	3,301	3,000	1,284	1,328	121	190	2,923	1,369	1,211	146	180	2,906
Nez Perce.....	4,813	4,908	1,557	1,497	421	567	4,042	1,666	1,614	273	345	3,898
Oneida.....	2,836	2,786	1,027	991	72	84	2,178	964	968	86	94	2,112
Owyhee.....	872	1,242	569	535	3	4	1,111	477	470	16	13	976
Payette.....	2,320	2,678	819	694	131	208	1,852	955	870	157	229	2,211
Power.....	1,792	1,795	644	623	40	65	1,372	753	569	40	54	1,416
Shoshone.....	3,586	3,053	1,386	1,421	175	243	3,225	1,212	1,168	184	245	2,809
Teton.....	1,470	1,525	509	527			1,036	629	589	2	4	1,224
Twin Falls.....	7,787	8,374	2,715	2,702	691	775	6,883	3,084	2,933	501	643	7,161
Valley.....	976	951	401	405	28	36	870	346	315	23	33	717
Washington.....	3,096	3,002	1,388	1,327	120	216	3,051	1,271	1,145	175	230	2,821
Totals.....	130,627	138,679	47,905	46,067	5,244	6,907	106,123	52,595	49,399	5,756	7,442	115,192

**JULY 1, 1918-JUNE 30, 1920—TABLE NO. 1**

Average Daily Attendance		Ave. No. Months School		Teachers Employed						Salaries			
				1918-19			1919-20			Average All Teachers		Amount of Increase	Per Cent Increase
				Male	Female	Total	Male	Female	Total	1918-19	1919-20		
5,111	6,319	8.8	8.5	34	225	259	34	236	270	\$927.08	\$1,166.71	\$239.63	25.8
547	563	7.1	7.8	1	38	39	3	35	33	591.40	767.78	176.38	29.8
4,011	4,795	7.8	8.1	32	202	234	39	180	219	791.02	1,086.73	295.71	37.3
1,003	1,785	8.0	7.9	19	58	77	28	52	80	657.50	835.02	177.52	27.0
1,037	1,110	8.2	8.6	5	65	70	9	64	73	704.87	1,254.16	549.29	77.9
3,398	4,006	8.5	8.1	22	135	157	32	142	174	840.28	927.20	86.92	10.3
900	905	7.7	8.3	3	42	45	6	44	50	795.90	919.34	123.44	15.5
223	264	7.2	7.5	3	21	24	3	21	24	548.98	700.76	151.78	27.6
1,620	2,193	8.5	8.4	8	114	122	16	107	123	841.22	927.86	86.64	10.3
3,154	3,703	7.5	7.5	21	111	132	35	108	148	837.87	982.37	144.50	17.2
600	740	8.4	8.3	2	40	42	6	36	42	909.14	1,064.80	155.66	17.1
438	493	8.3	8.2	3	31	34	6	30	36	721.66	864.78	143.12	19.8
301	333	7.4	7.3	3	22	25	0	24	24	646.70	735.48	88.78	13.5
4,134	4,851	8.7	8.9	21	161	182	27	183	210	958.97	1,097.76	138.79	14.5
397	397	7.5	7.5	6	59	65	5	19	24	788.84	854.41	65.57	8.3
3,298	3,305	7.2	7.9	14	109	123	20	112	132	788.84	961.73	172.89	22.0
326	326	7.6	7.6	6	59	65	7	19	26	788.84	876.97	88.13	11.2
776	889	8.1	7.7	6	59	65	12	51	63	736.48	839.97	103.49	14.0
571	718	7.1	8.3	5	36	41	3	37	40	766.23	793.73	27.50	3.6
710	839	7.7	7.5	4	44	48	7	46	53	852.60	949.91	97.31	11.4
1,970	2,203	Flu	8.2	24	54	78	30	61	91	659.00	836.22	177.22	27.0
1,913	2,310	8.0	8.4	19	105	124	24	96	110	787.83	920.85	133.02	17.0
1,297	1,320	7.9	7.9	7	52	59	7	50	57	723.80	875.32	151.52	20.9
1,212	1,616	8.8	8.7	6	57	63	8	63	71	859.87	959.48	99.61	11.6
1,864	1,916	7.8	8.1	8	115	123	11	111	122	690.39	811.96	121.56	17.6
1,799	2,334	8.8	8.7	17	67	84	26	69	95	807.48	911.02	103.54	12.8
1,374	1,374	8.7	8.7	15	64	79	22	58	69	794.89	924.72	129.83	16.4
2,989	3,206	8.2	8.2	19	158	177	22	158	180	740.58	903.55	162.97	22.0
3,173	3,261	8.0	7.9	16	170	186	20	146	166	729.73	867.01	137.28	18.8
767	919	7.5	7.9	3	49	52	6	46	52	722.22	812.80	90.58	12.5
1,306	1,247	8.5	8.2	6	70	76	12	64	76	977.42	1,003.34	25.92	2.6
1,126	775	8.5	8.5	10	63	73	5	46	51	682.70	1,120.33	437.63	64.1
1,512	1,962	8.8	8.6	11	86	97	14	76	89	825.54	948.68	123.14	14.9
2,145	1,972	8.3	8.1	25	130	155	35	127	162	715.29	812.92	97.63	13.6
2,787	2,800	6.8	7.8	11	62	73	18	57	75	637.53	899.25	261.72	41.1
1,670	1,726	8.3	8.0	4	50	54	8	47	55	625.06	649.03	23.97	3.8
660	614	8.4	8.5	11	50	61	11	52	63	867.87	1,004.02	136.15	15.7
1,426	1,571	7.3	8.1	10	56	66	11	58	69	763.69	960.69	197.00	25.8
1,022	998	9.5	9.0	14	112	126	16	114	130	1138.47	1,212.85	74.38	6.5
2,329	2,244	7.4	8.1	8	32	40	14	32	46	608.47	733.34	124.87	20.5
728	910	8.8	8.5	16	192	208	26	208	234	992.06	1,098.33	106.27	10.7
4,249	5,593	7.6	7.9	3	31	34	8	38	36	742.00	799.42	57.42	7.7
535	582	8.0	8.2	12	83	95	12	83	95	784.92	900.69	115.77	14.7
2,140	1,982	8.0	8.2	12	83	95	12	83	95	784.92	900.69	115.77	14.7
72,391	83,919	.....	.....	481	3,401	3,882	663	3,446	4,109	\$810.79	\$ 965.74	\$154.95	19.1

**SALARIES OF THE CITY SUPERINTENDENTS**  
Of the 29 Class A Districts, 1918-19, 1919-20.

	1918-19	1919-20
Average Annual Salary .....	\$2,105.72	\$2,613.10
Highest Annual Salary .....	3,600.00	3,850.00
Lowest Annual Salary .....	1,125.00	1,600.00



**SCHOOL STATISTICS BY COUNTIES JULY 1, 1918-JUNE 30, 1920—TABLE NO. 2**

Counties	Eighth Grades				Four Year High Schools						All High Schools						Defective Children									
	Enrollment		Graduates		Number		Enrollment		Graduates		Number		Enrollment		Graduates		Blind		Deaf		Feeble Minded		Total		Attending Special Schools	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Ada	376	414	296	331	5	6	1,274	1,472	153	178	8	8	1,308	1,495	153	178	1	6	4	10	11	10	1	10	1	10
Adams	80	84	69	42	1	1	34	42	5	2	4	4	40	46	5	6	1	1	1	3	6	1	1	1	1	1
Bannock	313	412	774	350	4	4	625	457	60	53	9	11	725	583	70	53	2	2	1	3	3	1	6	1	1	2
Bear Lake	85	92	33	90	1	1	107	122	12	15	1	1	107	122	12	15	1	1	1	2	2	1	1	1	1	2
Benewah	30	48	26	31	2	2	131	210	18	20	9	4	156	220	43	30	1	1	1	1	2	1	1	1	1	1
Bingham	341	377	142	344	3	3	463	507	60	50	7	8	499	600	84	50	1	1	5	5	5	11	4	4	4	3
Blaine	120	118	74	78	2	2	81	150	8	20	2	3	81	150	8	20	1	1	2	3	5	7	3	5	5	5
Boise	14	29	12	28																						
Bonner	91	174	62	92	2	3	209	306	26	39	9	11	268	354	26	39	4	4	5	7	16	2				
Bonneville	310	221	258	135	1	1	326	482	30	40	1	1	326	482	30	40	4	1	3	4	12	14	4	4	4	4
Boundary	66	67	57	55	1	1	85	119	9	9	1	1	85	125	9	9	4	2	2	2	2	4	2	2	2	2
Butte	68	73	62	55	1	1	44	78	2	7	1	1	44	78	2	7	1	1	5	2	1	7	6	2	2	2
Camas	20	35	7	19							1	1	13	11	1	1	1	2	2	1	2	1	2	1	1	1
Canyon	229	251	171	176	7	7	841	880	100	110	9	9	902	913	110	120	1	1	2	7	8	10	10			
Caribou	37	70	111	1	1	1	259	294	46	31	1	1	259	294	46	31	7	3	2							
Cassia	85	132	31	25																						
Clark	105	102	73	80	4	2	96	124	14	14	5	4	98	137	14	14	3	1	1							
Clearwater	57	63	42	43	2	2	65	79	6	8	2	2	65	79	6	8	1	1	3	2	5	3	1	2	1	1
Custer	64	76	53	56	2	2	138	156	11	16	3	3	141	166	11	17	3	1	1	3	5	9	11	12	2	5
Elmore	173	230	121	218																						
Franklin	100	245	85	210	2	2	245	295	15	32	3	3	250	313	15	32	3	4	3	5	4	6	7			
Fremont	127	128	78	124	1	1	176	200	20	28	1	1	183	200	20	28	2	2	1	2	4	4	10	3	5	2
Gem	102	180	42	159	4	3	304	347	31	37	5	4	309	364	31	37	2	1	4	1	5	4	7	1	2	1
Gooding	174	277	107	148	3	3	199	204	29	29	7	7	229	250	45	75	1	1	1	3	4	5	7	4	4	4
Idaho	210	152	139	126	2	2	3	181	289	17	19	3	3	221	289	17	19	6	1	5	2	15	8	4	1	1
Jefferson	281	250	166	151	5	6	472	551	65	60	10	12	528	596	65	60	1	1	2	2	1	3	2	3	1	1
Jerome	281	250	166	151	5	6	472	551	65	60	10	12	528	596	65	60	1	1	2	2	1	3	2	3	1	1
Kootenai	493	248	220	188	7	8	567	650	87	92	8	9	671	652	87	92	1	1	1	4	4	4	5	2	2	2
Latah	60	96	44	60	2	2	86	113	13	14	3	3	89	113	13	14	3	2	2	2	2	4	6	1	1	1
Lemhi	168	120	79	89	3	5	178	341	12	30	6	6	185	352	13	30	1	2	2	1	2	4	6	1	2	2
Lewis	149	197	62	52	3	2	202	99	47	14	2	2	222	99	54	14	1	2	2	1	2	4	6	1	2	2
Lincoln	100	120	90	112	1	1	110	125	8	11	2	2	140	160	8	11	1	1								
Madison	156	190	112	165	2	3	229	285	38	65	8	6	326	326	58	80	1	1	6	4	1	8	7	13	7	4
Minidoka	225	275	181	107	6	6	962	577	119	109	9	9	988	617	119	109	1	2	1	2	1	3	5	3	3	3
Nez Perce	112	178	22	160	1	1	138	96	6	18	1	1	138	96	6	18	2	2	1	2	1	3	5	3	3	3
Oneyda	30	58	23	38																						
Owyhee	102	76	89	59	3	3	329	376	58	59	3	3	329	376	58	59	3	3	3	2	3	5	6	3	3	3
Payette	65	107	47	92	1	2	105	94	9	10	2	2	105	94	11	10	2	1	2	3	1	2	5	1	2	1
Powder	184	137	169	120	4	4	418	410	63	64	4	6	418	420	63	64	1	1	1	3	1	5	3	5	3	3
Shoshone	88	99	13	92	2	2	25	130			9	9	25	130			2	2	3	1	5	5	5	5	3	3
Teton	143	113	58	45	5	5	1,413	1,130	150	125	7	7	1,466	1,144	150	125	1	1	5	5	5	5	5	5	3	3
Twin Falls	42	83	39	67	1	1	34	39			5	2	71	56			1	1	1	1	1	2	2	3	3	3
Valley	165	152	126	90	3	3	343	405	49	57	3	3	343	405	49	57										
Washington																										
Totals	5,894	6,467	3,693	4,725	102	108	11,512	12,437	1,396	1,515	172	177	12,374	13,200	1,526	1,675	35	35	54	65	93	101	182	201	59	75



# INCOME

COUNTY	Assessed Valuation		Current Income				
			State Apportionment		County Apportionment		Special
	1919	1920	1919	1920	1919	1920	1919
Ada.....	\$ 35,828,469.95	\$ 38,343,465.34	\$ 31,807.59	\$ 36,446.70	\$ 146,510.71	\$ 143,089.90	\$ 219,838.85
Adams.....	4,646,190.00	4,994,459.11	3,722.28	3,956.65	24,587.67	22,383.54	10,590.13
Bannock.....	32,222,396.00	28,914,235.60	22,044.33	29,567.90	127,056.31	117,320.43	152,815.07
Bear Lake.....	4,390,196.00	9,131,850.12	11,350.80	11,387.91	31,561.47	44,027.85	5,805.50
Benewah.....	9,690,388.00	10,306,254.60	5,758.00	7,176.74	31,399.63	34,371.88	35,987.50
Bingham.....	14,543,574.16	16,529,567.59	24,339.77	27,630.39	104,992.48	100,952.86	97,371.50
Blaine.....	6,786,081.00	7,474,928.95	4,902.66	5,292.32	23,188.61	20,738.68	31,656.06
Boise.....	3,311,477.00	3,853,466.08	705.46	2,169.07	15,945.65	12,979.89	7,390.40
Bonner.....	16,210,380.00	16,900,226.03	14,962.38	13,252.75	67,486.64	59,082.94	106,414.12
Bonneville.....	11,732,653.00	15,530,922.76	19,558.42	27,677.58	78,787.00	84,753.47	90,083.07
Boundary.....	6,771,147.00	6,817,010.48	3,298.95	3,770.96	28,715.65	21,502.49	28,009.98
Butte.....	3,278,255.00	2,992,522.68	2,892.56	3,803.26	19,335.18	11,767.11	18,140.21
Camas.....	2,954,675.00	3,191,363.80	2,195.64	2,098.31	9,807.78	12,523.83	12,650.06
Canyon.....	21,645,783.00	23,281,886.49	23,991.82	33,780.83	99,767.15	109,237.93	151,116.03
Caribou.....		3,768,384.88		9,107.12		22,052.97	
Cassia.....	9,897,725.00	12,716,694.07	18,692.65	21,804.66	78,945.86	78,943.69	74,572.01
Clark.....		4,434,698.20		3,107.49		15,158.34	
Clearwater.....	9,893,280.00	9,886,957.00	5,028.05	5,277.55	41,678.82	47,753.40	27,551.96
Custer.....	3,741,505.00	4,261,557.00	3,753.00	4,248.23	16,332.46	16,148.95	18,228.21
Elmore.....	4,114,449.90	10,296,868.45	4,776.59	5,030.52	21,979.52	22,745.51	35,351.01
Franklin.....	5,922,812.00	7,803,888.48	12,230.32	17,975.45	40,791.25	53,543.08	46,034.07
Fremont.....	13,111,715.00	10,844,371.04	21,303.40	16,255.65	68,232.16	47,020.23	90,943.30
Gem.....	4,752,893.00	5,703,658.73	7,246.63	8,160.81	32,138.78	28,322.83	25,309.43
Gooding.....	7,345,647.00	8,166,481.85	7,308.00	8,827.45	33,412.19	41,780.85	63,165.29
Idaho.....	13,228,148.35	14,521,401.31	6,734.98	14,977.70	50,477.71	54,688.14	18,824.60
Jefferson.....	7,909,831.93	8,530,017.20	12,124.65	13,203.89	55,413.31	57,791.90	47,909.05
Jerome.....		6,209,392.92		5,822.97		20,112.00	
Kootenai.....	18,126,322.00	18,353,524.94	20,181.34	21,052.31	80,999.00	88,790.04	119,098.62
Latah.....	19,846,889.00	20,991,206.00	37,860.27	30,124.80	81,001.31	88,088.28	72,331.19
Lemhi.....	5,347,920.57	5,929,658.50	5,071.70	6,260.64	22,013.55	20,855.37	29,528.56
Lewis.....	8,590,115.00	8,450,505.82	7,443.89	7,699.93	31,846.00	31,634.17	41,196.53
Lincoln.....	8,834,243.00	6,641,158.72	7,246.95	4,366.13	36,235.04	17,734.38	67,582.80
Madison.....	6,966,654.82	7,585,466.25	13,871.16	15,271.91	49,167.55	56,312.79	29,833.46
Minidoka.....	7,985,616.00	6,912,961.16	9,714.57	11,480.00	43,405.19	40,344.21	74,243.34
Nez Perce.....	13,484,990.00	16,968,044.68	18,103.92	19,283.34	40,683.41	45,020.24	111,540.51
Oneida.....	5,608,056.00	6,240,823.00	9,383.38	11,181.90	39,246.84	42,742.96	17,289.23
Owyhee.....	7,082,681.74	7,344,100.28	4,033.21	4,654.84	19,273.94	20,500.79	19,685.05
Payette.....	5,211,302.85	5,834,345.00	8,725.98	12,066.75	33,492.76	41,775.63	45,892.92
Power.....	10,207,203.00	10,386,957.12	7,814.83	7,076.78	30,113.81	45,393.32	57,319.32
Shoshone.....	31,712,785.00	26,589,508.20	13,866.12	13,501.32	74,245.46	60,028.02	139,319.12
Teton.....	3,039,755.00	3,227,377.24	1,618.02	4,769.49	25,896.28	24,293.61	6,717.44
Twin Falls.....	23,294,518.74	26,768,798.26	27,867.20	31,730.08	102,506.61	131,997.20	268,377.31
Valley.....	4,485,745.25	5,191,343.94	3,565.05	3,769.42	16,983.23	14,427.18	21,324.61
Washington.....	10,523,987.00	10,238,183.89	11,142.68	11,109.09	43,006.13	45,525.41	63,563.63
Totals.....	\$444,278,457.26	\$489,060,493.76	\$478,239.21	\$557,209.59	\$2,018,660.10	\$2,116,258.29	\$2,600,601.05

# INCOME

			Special Income				TOTAL	
Tax	Miscellaneous		Sale of Bonds		Bond Tax			
1920	1919	1920	1919	1920	1919	1920	1919	1920
\$ 263,253.00	\$ 15,267.66	\$ 29,304.87	\$ 60,844.94	\$ 24,460.00	\$ 20,422.60	\$ 54,151.82	\$ 494,692.35	\$ 550,706.29
11,263.19	1,208.46	1,964.08		26,000.00	3,053.25	3,081.39	43,161.79	68,748.80
145,506.73	28,269.28	24,384.37	44,000.00	363,862.88	67,902.86	61,966.29	442,087.85	742,607.60
52,498.07	44,965.60	1,607.61	4,000.00	12,500.00	2,289.04		99,972.41	122,021.44
70,715.23	1,102.03	1,743.79	2,000.00	15,000.00	1,058.89	2,945.95	77,306.05	131,953.59
138,517.10	25,909.31	33,100.65	26,034.82	34,443.54	17,721.88	31,323.36	296,369.76	365,967.81
34,714.89	3,112.75	6,619.55	10,025.15	46,500.00	9,271.48	14,364.14	82,156.71	128,229.58
5,775.52	154.43	1,685.08			715.87	306.45	24,911.81	22,915.96
73,119.23	12,847.04	3,388.98	3,586.71	109,156.25	1,899.67	20,459.99	207,146.56	278,460.14
109,955.57	9,551.96	13,320.08	82,900.00	86,900.00	3,107.75	16,873.08	283,988.20	339,479.78
30,430.75	4,585.15	3,327.52	5,500.00	8,000.00	3,964.57	6,084.20	74,074.30	73,115.92
17,335.31	3,184.87	2,153.01	2,800.00	31,570.32	4,098.61	7,649.44	50,451.43	74,278.45
11,270.40	585.70	2,616.64	682.80	500.00	4,102.84	3,421.14	30,024.82	32,430.82
184,052.77	5,707.05	34,471.18	116,776.30	76,341.00	26,368.47	34,993.93	423,726.82	472,877.64
9,697.92		1,237.73		30,342.96				72,438.70
85,525.05	1,375.85	7,835.71	14,550.65	122,962.66	20,656.14	31,586.63	208,793.16	343,553.40
23,948.57		1,277.54		17,996.50				66,488.44
37,327.09	1,951.43	20,230.80	3,500.00	20,807.25	6,281.90	7,982.88	85,992.16	139,378.97
23,597.09	579.15	2,782.72		10,500.00	1,929.25	2,527.91	40,822.07	59,304.90
52,059.90	259.77	3,265.43		3,000.00	1,767.63	4,413.70	64,134.52	90,515.06
34,136.13	3,453.99	7,494.46	15,788.33	11,992.11	13,449.03	9,216.59	131,746.99	184,357.82
79,646.57	3,255.20	18,037.27	52,395.71	41,513.71		8,145.49	236,129.77	210,618.92
40,139.35	1,263.39	1,634.67		61,000.00	3,058.43	2,353.56	69,016.66	141,611.22
68,207.73	16,521.50	9,909.24	7,500.00	51,500.00	12,047.01	32,504.37	139,953.99	212,729.64
48,729.45	25,887.59	9,095.33	3,000.00	13,000.00	9,489.81	11,513.16	114,414.69	152,003.78
72,276.77	3,802.82	12,114.53		84,451.75	7,477.50		126,227.38	239,838.84
79,302.48		6,559.89		3,500.00		8,375.64		128,772.98
122,536.21	5,782.17	7,373.47	3,029.78	22,240.00	10,799.81	10,100.41	239,890.72	272,392.44
71,686.46	6,769.33	7,459.94	1,743.72	3,055.22	18,365.51	11,922.54	218,061.33	212,337.24
35,516.70	7,279.30	11,919.51			7,672.49	9,446.43	71,565.60	83,998.65
47,310.98	4,486.17	3,182.73			4,322.81	13,072.72	89,245.40	102,900.53
58,598.85	32,416.02	6,813.56		14,500.00	10,488.60	6,992.15	153,969.41	109,305.07
48,231.06	4,144.67	2,082.78		92,000.00		1,458.90	97,016.84	213,357.44
90,370.85	2,578.70	13,588.87	44,322.00		14,593.83	32,723.40	188,857.63	178,507.38
117,288.68	7,338.19	23,599.51	4,500.00	11,000.00	14,990.53	7,094.50	197,156.56	223,286.27
20,568.54	3,063.27	2,275.88			9,134.59	8,058.41	78,117.31	84,842.69
25,475.97	219.92	567.59	5,587.06	22,457.85	4,923.97	6,178.77	53,723.15	79,835.81
45,321.69	1,217.88	3,282.52		65,000.00	7,565.00	9,445.68	96,894.54	176,892.27
62,748.54	795.65	1,165.33	1,975.00	2,700.00	196.97	3,574.90	98,215.58	122,658.87
139,277.18	12,412.29	6,851.23	207.35	20,933.92	12,083.66	17,023.67	252,134.00	257,615.34
10,720.24	3,184.32	578.89	13,500.00		9,534.87	8,414.37	60,450.93	48,776.60
299,004.72	33,062.08	85,218.97	193,518.34	182,724.00	21,348.14	8,655.07	646,679.68	689,330.04
20,671.14	487.39	2,413.16			4,132.40	5,381.77	46,492.69	46,662.67
78,651.28	3,926.78	7,420.20	4,000.00	85,300.00	9,268.68	6,185.25	134,907.90	234,191.28
\$3,090,694.95	\$343,406.11	\$396,956.73	\$728,218.66	\$1,829,811.92	\$401,556.34	\$541,970.05	\$6,570,681.47	\$8,532,901.53

# EXPENDITURES

COUNTIES	Instruction				Fuel, Light & Water	
	Teachers' Salaries		Supplies		Fuel, Light & Water	
	1919	1920	1919	1920	1919	1920
Ada.....	\$ 240,112.83	\$ 315,012.81	\$ 17,961.54	\$ 35,519.50	\$ 14,804.55	\$ 22,179.80
Adams.....	23,064.46	29,175.61	853.56	1,478.62	1,375.68	2,048.56
Bannock.....	185,099.93	237,994.38	11,527.94	26,644.27	13,109.79	29,220.76
Bear Lake.....	50,627.84	66,810.93	2,504.88	7,008.86	4,001.86	5,641.48
Benewah.....	49,341.14	91,553.60	3,448.70	9,995.38	2,046.48	5,046.25
Bingham.....	131,923.67	161,333.13	5,901.10	12,801.73	7,960.82	16,654.60
Blaine.....	35,815.30	45,967.27	2,368.27	4,718.96	2,440.10	3,395.42
Boise.....	13,175.50	16,818.18	472.42	1,456.79	812.76	804.97
Bonner.....	102,628.38	114,127.00	8,091.21	11,065.97	4,720.74	7,827.83
Bonneville.....	110,598.19	140,478.84	2,906.91	10,299.16	7,728.61	11,247.58
Boundary.....	38,184.05	44,471.24	2,787.32	4,693.45	2,457.71	2,720.75
Butte.....	24,536.35	31,132.00	2,295.84	3,030.47	2,263.04	4,267.87
Camas.....	16,167.40	18,851.87	527.41	1,740.78	576.85	1,150.98
Canyon.....	174,533.21	230,528.72	10,342.38	29,279.08	9,328.93	19,753.37
Caribou.....		20,505.75		2,484.45		2,411.15
Cassia.....	96,965.60	126,955.83	5,854.43	13,463.17	5,198.46	10,501.64
Clark.....		22,801.25		1,494.72		2,199.55
Clearwater.....	47,871.15	52,917.81	3,536.68	3,840.24	2,480.78	2,834.64
Custer.....	31,415.37	31,749.02	1,817.49	3,633.36	2,898.74	2,388.70
Elmore.....	40,924.55	50,345.27	2,849.94	4,273.43	2,627.32	3,286.47
Franklin.....	51,402.31	76,095.82	2,939.21	6,631.14	3,845.93	5,353.20
Fremont.....	97,629.53	101,294.02	5,664.52	4,756.15	7,187.02	8,063.25
Gem.....	42,998.90	49,893.45	3,399.84	4,765.99	1,678.66	3,209.22
Gooding.....	54,140.25	68,122.99	4,160.10	7,626.37	3,855.82	6,323.98
Idaho.....	84,917.45	99,057.88	2,368.50	6,405.52	5,952.30	5,456.84
Jefferson.....	67,828.01	86,547.29	4,707.95	7,479.52	3,898.05	6,387.55
Jerome.....		60,672.02		4,455.48		3,757.08
Kootenai.....	140,606.67	166,448.81	6,697.95	11,971.34	8,977.31	8,585.01
Latah.....	137,748.24	149,989.21	4,372.23	5,655.68	7,541.85	8,942.35
Lemhi.....	37,946.00	45,084.75	3,208.21	4,459.96	3,134.99	4,354.56
Lewis.....	54,888.44	61,772.42	2,129.55	2,693.34	3,681.86	5,795.50
Lincoln.....	71,351.53	51,170.53	3,789.51	3,806.21	4,243.31	4,121.10
Madison.....	53,932.92	90,746.66	3,337.54	7,485.13	3,531.89	6,330.45
Minidoka.....	80,077.25	84,432.05	7,439.15	6,922.39	7,339.02	8,398.05
Nez Perce.....	110,886.04	131,693.30	5,904.25	9,032.76	7,935.68	12,942.67
Oneida.....	46,539.67	67,443.70	4,880.01	5,236.98	3,699.96	3,862.63
Owyhee.....	28,353.18	35,696.65	1,468.98	3,755.95	1,402.41	1,724.29
Payette.....	52,939.89	63,253.17	2,479.83	4,846.07	1,849.06	4,700.40
Power.....	50,403.30	66,287.31	1,926.64	5,861.85	2,743.37	4,090.78
Shoshone.....	143,446.87	157,670.28	9,951.73	13,835.96	10,620.28	19,177.27
Teton.....	20,338.60	33,733.74	1,322.65	2,354.24	1,101.26	3,368.11
Twin Falls.....	206,349.12	257,010.02	11,672.38	21,084.82	13,800.38	17,173.01
Valley.....	25,227.27	28,779.23	1,114.47	2,147.59	1,608.44	2,545.46
Washington.....	74,567.36	85,565.70	3,204.05	4,876.13	1,976.55	7,570.92
Totals.....	\$3,147,503.72	\$3,968,232.41	\$184,187.27	\$347,063.96	\$198,438.62	\$317,815.96





# THE UNIVERSITY OF IDAHO

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## REPORT OF EXECUTIVE SECRETARY

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### *To the Commissioner of Education:*

In the absence of a President and in accordance with your request, I make the customary biennial report for the University of Idaho. At the close of the last school year President Ernest H. Lindley was honored by the tender of the Chancellorship of the University of Kansas, a much larger and older school, a position paying almost double the salary that Idaho pays for a like position. Dr. Lindley's resignation was tendered to the Board of Education and was accepted with regrets. This report may be considered a report, in substance, of the leadership of Dr. Lindley during the three years that he was President of the University of Idaho.

Dr. Lindley came to the University in July, 1917, at a time when the affairs of the institution were in a more or less chaotic condition. The previous President had resigned and the former Commissioner of Education had also resigned. Conditions at the university and thruout the State were discouraging. The confidence of the people in their leading educational institutions was considerably shaken. Dr. Lindley, with the assistance of the Commissioner of Education, immediately proceeded to reestablish the University in the minds and hearts of the people. As a result of the policy of concentrating the State's energies and finances in building up the then existing higher educational institutions in contrast with the former policy of providing for higher education thru the establishment of junior colleges in connection with the larger high schools in the more thickly populated portions of the State, the close of this biennium shows the effect of the endeavors of our former President and the wisdom of the policy suggested by the Commissioner and put into effect by the board. At no time in the history of the institution has the University held such a high place in the affections of our people or been able to give so great service, not only to the students who come here but to the State as a whole. The University and the other institutions of higher learning of the State are no longer the political football of our legislative session or the source of sectional strife thruout our commonwealth. They are all parts of an integral whole and are looked upon as institutions of education rather than as a means of procuring State funds for the communities in which they are located.

### **ALL SECTIONS OF STATE REPRESENTED IN STUDENT ENROLMENT**

In 1917, of the total college enrolment of Idaho students at the University, 60% came from the ten northern counties, and only 40%



were from Southern Idaho. This year's enrolment shows that 49% of all Idaho students enrolled in college courses come from the southern portion of the State.

Detailed statistics showing the enrolment by counties in regular and special courses for the past five years are given in Table I of the Appendix.

#### INCREASED ENROLMENT TAXES FACILITIES

In the academic year 1917-18 but 480 students were enrolled in the regular college courses offered by the University; during the first three months of the present school year 887 were enrolled. These figures do not include the enrolment in the special short courses and in the Summer School. The total number of persons served during the college year 1917-18 was 592; while since July 1, 1920, 1,099 persons have registered for work under members of the University faculty. This shows an increase of 72% in enrolment in regular college courses and an increase of 85% in in the total number of students registered. This large increase in enrolment has meant a great strain on all the resources of the University in giving proper instruction and looking after the physical welfare of the students. It has taxed the housing facilities of the city of Moscow; it has caused overcrowding of classrooms and laboratories and made necessary a large increase in the teaching staff, in instructional supplies, and in general maintenance and operating expenses of the University.

The citizens of Moscow were called upon by the State Board of Education to relieve the housing situation by providing a dormitory for men. They very generously subscribed \$83,000.00 for the purchase of land and the erection of a building to house approximately 100 students. Under a plan of lease, this building was turned over to the University at the opening of the present school year. To further relieve the situation, the University leased a building adjoining the campus and remodeled it for an annex to Ridenbaugh Hall. This building, known as Jenkins Hall, accommodates thirty young women. These new facilities are now taxed to the utmost and provision will have to be made for further housing space before the opening of the next school year.

While the enrolment has increased between 75% and 80% during the past three years, the available floor space for instructional purposes has increased but 6%, this being represented by the addition of a south wing to the Administration and an annex to the Engineering building. A survey of the needs of the several departments shows a present demand for approximately 10,240 square feet. To provide some elasticity and enable the University to meet the probable enrolment of the next two years, at least 16,000 square feet of floor space are required.

At the present time many recitations and lectures are scheduled during the late afternoon and early evening hours. Laboratory work

is scheduled not only during six days of the week, but on four evenings from seven to ten o'clock as well. The scheduling of classes in this manner is against all good educational practice, breaking as it does the periods of concentrated study that are so essential to a student.

The large increase in registration has made the gymnasium facilities of the University entirely inadequate. Our present gymnasium was built in 1904. At that time the enrolment in the collegiate division of the University was 176; in the preparatory department 156. It is now impossible with the available gymnasium floor space to provide adequate physical training for the young people of the University. It is possible for only a few of our students to participate in even one of the many forms of athletic endeavor. Idaho's standing in intercollegiate athletics has been greatly handicapped by the lack of facilities for the training of her teams. The gymnasium is used as an armory by the Military Department, but the work of this department also is greatly handicapped by the lack of sufficient storage space for the equipment furnished by the Federal Government for the use of the cadets and for floor space for drilling purposes.

Last spring the students by unanimous vote petitioned the Board of Education to relieve the situation by asking the people of the State to provide a new gymnasium. An alternative has been suggested, however, in the remodeling of Lewis Court, a large frame building adjoining the present gymnasium, so as temporarily to relieve the condition. This can be accomplished at a cost of approximately \$15,000.00, and will provide sufficient gymnasium floor space not only to permit the proper development of the Department of Physical Education and Athletics, but also greatly to enhance the work in Military Science.

#### EFFECTS OF THE ECONOMIC SITUATION

The maintenance and operating cost of the University has necessarily increased, due not only to the growing demand for instructional service but also to the necessary expansion in the departments of extension and experimentation. The biennium of 1919-20 has been a period of ascending prices and a depreciating dollar. All items that enter into the service given by the University have increased in cost from 25% to 60%. The last session of the Legislature made a substantial increase over its predecessors in its appropriation to the University, and appropriated an amount which at the time seemed ample and sufficient to meet its immediate needs. However, the great advance in prices of all commodities and in salaries, as well decreased the value of the appropriation and has made it extremely difficult to pass thru the biennium without a deficit. Only by the strictest economy has this been possible. To meet the advancing cost of living, the educational institutions thruout the country found it necessary to make substantial advances in the salary rate of their employees.

The salaries of instructors in the institutions of our sister states have increased from 25% to 50% during the past biennium. The money which was available to the University of Idaho did not permit an increase in our salary rate in like proportion. A year ago, in order in a slight degree to compensate the loyal members of the faculty and to some extent to minimize the possibility of loss of our strong men, a redistribution of the money then available for maintenance and operation was made and a general salary increase approximating 10% was given members of our staff. At the present time Idaho's salary rate is from 20% to 33 1-3% lower than the rates in institutions of like character in the northwestern states. The following table shows a comparison of the Idaho schedule with those of five neighboring institution:

	Deans			Professors			Associate Professors			Assistant Professors			Instructors		
	Maxi- mum	Mini- mum	Aver- age	Maxi- mum	Mini- mum	Aver- age	Maxi- mum	Mini- mum	Aver- age	Maxi- mum	Mini- mum	Aver- age	Maxi- mum	Mini- mum	Aver- age
University of Washington.....	\$5400	\$3500	\$4214	\$4600	\$3000	\$3808	\$3400	\$2500	\$3055	\$2250	\$2200	\$2591	\$2500	\$1300	\$1893
State College of Washington...	5000	3000	4071	4700	2400	3118	2700	1900	2330	2880	1850	2310	2250	1170	1748
University of Oregon*.....	6000	4200	....	4000	3500	....	3400	2750	....	2750	2000	....	1900	1200	....
Oregon Agricultural College....	4500	4000	4245	4000	2700	3447	3800	2200	2815	3200	2000	2533	2500	1400	2009
Montana Agricultural College...	5000	3120	4205	4200	2400	3165	2500	....	2500	3000	2000	2402	2100	1850	1882
University of Idaho.....	4500	3000	3533	3500	2400	2768	2400	2000	2288	2500	1700	2047	2100	1500	1698

\*Average salary rates for the University of Oregon are not available, but "the greater part of the full professors holding over from former years, including practically all the heads of departments, are receiving \$4000, most assistant professors are receiving \$2500, and a good many \$2750. The greater part of the instructors are up toward the upper limit of the scale. Salaries of the deans range from \$4200 to \$6000. Most of them are receiving \$4500."

In December, 1919, the Presidents of universities in the north-western states held a conference in Seattle and agreed upon a salary scale which they then believed adequate to meet the needs of their institutions. It will require a 20% increase to bring the Idaho average for each rank up to the median for each rank adopted by the Presidents in session. However, all of the institutions represented at the conference, with the exception of the University of Idaho and one other, are already paying higher salaries than the maximum adopted at that time and an average for each rank above the median of the schedule.

#### STUDENT WELFARE

At the beginning of the present school year the University provided an infirmary for its students. This was made possible by the leasing of a residence adjoining the campus and by the employment of a competent nurse, Mrs. Velma Franklin, to take charge. A brief report of the service rendered is here given:

##### Daily Calls

September 13-30 .....	92
October 1-31 .....	231
November 1-30 .....	454
December 1-15 .....	117

##### Infirmary Patients

September .....	15
October .....	20
November .....	44
December .....	9

After fourteen years of service as Bursar of the University, during which time he had become one of the most beloved men on the campus, Mr. Francis Jenkins was appointed in June, 1920, as Proctor of Lindley Hall and financial adviser to the students. It is anticipated that his influence among the young men will add much to the *esprit de corps* of the students on the campus.

#### ORGANIZATION OF SCHOOL OF EDUCATION

To meet the growing demand for teachers in Idaho and to provide teachers especially qualified for the needs of the State, the State Board of Education authorized in June, 1920, the organization of a School of Education. Dr. J. F. Messenger, for many years in charge of the Department of Education of the University of Vermont, came to Idaho as Dean of the new school.

#### CHANGES IN PERSONNEL

After the efficient but temporary service for two years of the Acting Dean, Professor James J. Gill, the Deanship of the College of Law was filled in September, 1919, by the appointment of Orville P. Cockerill, who was called to the University of Idaho from a success-

ful law practice in Seattle, Washington. The enrolment of this division of the University was lowered perhaps more than any other during the war period, but the college is now enjoying an era of renewed growth.

The headship of the Department of Home Economics was filled in January, 1920, when Miss Katherine Jensen came to the University after a wide experience at North Dakota Agricultural College to direct this department of women's work. In June, 1920, Miss Jensen was given the title of Director of Home Economics.

Dean Edward M. Hulme was granted leave of absence for the academic year 1919-20, and Professor Martin F. Angell was appointed Acting Dean of the College of Letters and Science during his absence. Dean Hulme returned to the University in September, 1920, after a year's study and travel in Europe.

Dean Permeal J. French was granted a leave of absence for the present academic year, and Miss Evelyn M. Butler of Butler College came to Idaho as Acting Dean of Women.

The number of resignations both of heads of departments and those in less important positions during the biennium has been entirely too high for efficient management and can be largely attributed to the difference in salaries paid by Idaho and institutions of like character.

#### SUMMARIZED STATEMENTS

The advancement of the University and the improvement of the service rendered by it during the past biennium can be measured by the following brief summary:

#### PHYSICAL PLANT

1. The south wing of the Administration Building, providing four additional classrooms, two laboratories, two offices, and additional library and storage space has been completed.

2. A campus lighting system has been installed and additional sidewalks have been laid.

3. A deep well has been bored and a distributing system installed to provide an independent water supply for the University with pressure sufficient for fire protection. This will mean a considerable saving in overhead expense.

4. A poultry laboratory has been erected, greatly improving the work of that department.

5. Lindley Hall, a men's dormitory housing about 100 men and providing dining-room facilities for 180, has been made available by public-spirited citizens of Moscow.

6. Moscow citizens have also made available a nine-room residence adjoining the campus for use as a University infirmary.

7. A large residence has been remodeled as an annex to Ridenbaugh Hall. This building accommodates thirty young women.

## ENROLMENT AND DEGREES

1. The enrolment for the current year, exclusive of the Summer Session, has already reached a total of 858 to date, as against 781 on January 1, 1920, and 451 at the opening of the second quarter of the year 1918-19. This shows a gross increase in student enrolment in regular and special courses over the largest enrolment previously recorded for a *regular* college year amounting to 196 in 1919-20, and 231 during the first three months of the academic year 1920-21. When we consider that of the total enrolment during the last academic year 149 came to the University after January 1, 1920, we may confidently expect a total of 1,200 this year (inclusive of the Summer Session). The present enrolment in regular college courses shows an increase of 51% over the largest registration of any pre-war year. (The year of 1918-19 showed a high water mark of 1,327, but this included four groups of enlisted men of the Students' Army Training Corps, 510 in the vocational units and 407 in the collegiate division.)

A brief summary of enrolment for the past five years is given below, and more detailed statistics are given in Table II of the Appendix.

YEARLY ENROLMENT OF UNIVERSITY OF IDAHO  
1916-17 to December 17 of Academic Year 1920-21

	1916-17	1917-18	1918-19	1919-20	To Dec. 17 1920-21
College of Letters and Sciences	377	297	456	502	518
College of Agriculture.....	104	82	118	134	161
College of Engineering.....	65	52	120	92	86
College of Law.....	40	25	19	36	44
School of Forestry.....	...	10	42	37	31
School of Mines.....	...	14	25	27	32
School of Education.....	...	...	...	...	15
Summer School.....	316*	...	...	115	141
Special Courses.....	90	78	45	63	47
Correspondence.....	28	34	38	32	24
Vocational S. A. T. C.....	...	...	510	...	...
Night School.....	23	...	...	...	...
Total.....	1043*	592	1366	1038	1099
Less Duplicates.....	36	...	39	24	51
Net Enrolment.....	1007*	592	1327	1014	1048

\* Joint Summer Session with Lewiston State Normal School.

2. During the biennium of 1919-20, the University of Idaho has conferred degrees as follows:

BACHELOR'S DEGREES—	1919	1920
Bachelor of Arts.....	13	20
Bachelor of Arts in Education.....	3	..
Bachelor of Science.....	7	2
Bachelor of Science in Home Economics.....	6	5
Bachelor of Science in Agriculture.....	3	13
Bachelor of Science in Civil Engineering.....	1	2

Bachelor of Science in Electrical Engineering.....	1	..
Bachelor of Science in Mechanical Engineering.....	1	1
Bachelor of Science in Chemical Engineering.....	1	..
Bachelor of Science in Forestry.....	2	2
Bachelor of Laws.....	2	9
<b>MASTER'S DEGREES—</b>		
Master of Arts.....		1
Master of Science.....		1
Master of Science in Metallurgy.....		2
<b>HONORARY DEGREES—</b>		
Master of Arts.....		1
Total .....	40	59

#### UNIVERSITY FACULTY AND AGRICULTURAL EXPERIMENT STATION STAFF

1. During the biennium just closing sixty-two resignations of members of the University Faculty and Agricultural Experiment Station Staff have been accepted and eighty-nine appointments made. Five resignations were received from members on leave of absence granted during the previous biennium, and six were the automatic terminations of temporary appointments. Of the eighty-nine appointments made, seven were temporary, twelve were made to fill vacancies held open during the war period, and fifteen full-time and four part-time members were added to the staff to take care of increased activities.

2. At present the teaching and experiment station staffs of the University have a membership of 101. In addition, there are twenty-three persons engaged in library, administrative and clerical work, and four Federal Vocational instructors.

#### REORGANIZATION

1. The School of Education was organized as a separate division of the University by act of the Board of Education in June, 1920.

2. To reduce overhead cost, the Departments of Germanic Languages and Romance Languages in the College of Letters and Science have been combined in the one Department of Modern Languages.

3. The Department of Soils in the College of Agriculture has been discontinued, the work in soil chemistry having been assigned to the Department of Agricultural Chemistry and all other soils work merged with the Department of Farm Crops to form the new Department of Agronomy.

4. For administrative purposes, the instructor in veterinary science has been made a member of the Department of Animal Husbandry.

#### ORGANIZATIONS

1. As an evidence of the recognition given the University of Idaho by other institutions and by fraternity groups thruout the country, it is interesting to note that three national fraternities of the more conservative type have granted charters to local organizations during



the biennium 1919-20. Two honorary scientific fraternities of high standing have also installed chapters at the University during the same period. In addition, two local fraternities have recently been organized.

2. During the biennium of 1919-20 the Alumni Association has been reorganized under the leadership of Mr. W. B. Kjosness of the Class of 1913. Mr. Kjosness has been instrumental in the formation of Idaho Clubs in many towns of the State. Membership in these clubs is not limited to alumni and former students of the University of Idaho, and many who claim as their *alma mater* institutions outside the State are joining with our own alumni in promoting the interests of the University and of higher education in Idaho.

3. At the beginning of the present school year the unmarried men of the faculty organized what is known as the "University Club". They have rented a house admirably suited to their needs and established a home the influence of which adds much to the spirit of good fellowship on the campus.

#### GIFTS AND SCHOLARSHIPS

1. Thru the courtesy of Congressman Addison T. Smith the University has just received a complete set of the Congressional Record, making a valuable addition to the government documents on file in the University library.

2. The University is also in receipt of a miscellaneous collection of books and magazines from the Misses Anna and Carrie E. Mitchell, and of a copy of the Encyclopedia Britannica for 1797 from the Reverend W. H. Bridge. These and many gifts of single volumes are greatly appreciated.

3. Grateful acknowledgment is made to Mr. Stanley A. Easton and the Bunker Hill & Sullivan Mining Company for their gift to the Department of Electrical Engineering of a 500-volt D. C. generator for radio work, and of a 12-inch reaction turbine and a 16-inch impulse wheel for hydraulic testing.

4. By the tireless effort of Mrs. M. J. Sweeley of Twin Falls, for many years President of the Idaho State Federation of Women's Clubs, the Student Loan Fund has now passed the \$10,000.00 mark. Many high schools and clubs as well as individual donors have established memorials to heroes of the Great War by subscribing units of \$100.00 to the fund. The money is loaned without interest to deserving students in order to assist them in securing university training. A large number of young men and women have been beneficiaries of the fund, and many more deserving students would take advantage of such help were it available.

5. The Jerome J. Day scholarships in the School of Mines, established in 1918, have been continued during the present biennium. The College Women's Club of Boise awards two University of Idaho scholarships each year to members of the graduating class of the

Boise High School. Scholarships and loan funds established by the Y. M. C. A. and various church boards of education have enabled many students at the University of Idaho to proceed with their college education who could not have done so otherwise on account of lack of funds.

6. In the spring of 1920, Mrs. Elizabeth Kidder Lindley, wife of the then President of the University, offered a scholarship cup to the residence group at the University attaining the highest scholarship for three scholastic years. The Kappa Alpha Theta Fraternity attained the highest scholarship average for the year 1919-20 and has the custody of the cup for the present year.

#### STATE COOPERATION

1. The State Bureau of Highways has cooperated with the University on a 50-50 basis in support of the operation of the Good Roads Laboratory installed during the fall of 1919. The laboratory is available for tests of road and paving material desired by any state, county, city, or district official interested in highway construction, and since its installation over 300 samples have been tested, most of them having been submitted by the State Bureau of Highways or its engineers.

2. At the request of the State Board of Land Commissioners, the School of Forestry, during the summer of 1919, made a reconnaissance study of 15,000 acres of State land grants around Big Payette Lake, together with recommendations for handling both the recreation features and timber resources of the region. A similar study and report was made of Heyburn Park during the past summer in response to a request from the State Department of Public Works. A reconnaissance study has also been made of over 18,000 acres of State timber lands, located for the most part in Clearwater county.

3. The State Bureau of Mines and Geology, the chief office of which is by law located at the University and the direction of which is in the hands of the Dean of the School of Mines, has proven a most valuable aid to the mining industry of the State. During the past biennium \$30,000.00 was provided by the State for geological and metallurgical investigations by the State Bureau, and this expenditure has been more than matched by the Federal Government thru the United States Bureau of Mines and the United States Geological Survey. Six publications have been issued, three by the State and three by the Federal Government, covering the work of the two-year period; four other bulletins are in course of preparation and will shortly be issued. Three metallurgical projects and two geological investigations are being carried over into the next biennium.

#### AGRICULTURAL EXPERIMENT STATION

The function of the Agricultural Experiment Station is to develop information of economic value to the agricultural interests of the State. The entire Experiment Station program has been carefully

gone over during the biennium and revised in many places to co-ordinate the work more closely with the specific needs of Idaho agriculture. In a number of places distinctly valuable results have come from such revision of the program. Special effort has been made to aid in the timber soil problem of North Idaho thru studies of the fertility of North Idaho soils by the Departments of Bacteriology and Agronomy. In South Idaho attention has been given to the soil conditions of Southwestern Idaho, to clover aphid, clover nematode, alfalfa weevil, and orchard insects, especially the codling moth.

There has also been a reorganization of the program of work for the substations, thru recommendations of committees of county agents and other interested parties representing the district in which the particular substation was located.

A new line of work, farm management investigation, has been initiated during the biennium, as well as a distinct strengthening of the work in entomology, pathology and animal husbandry.

Experiment Station publications for the biennium have totalled twenty-six.

#### AGRICULTURAL EXTENSION DIVISION

Development of the "family type" of farm bureau organization as a medium thru which the University may assist in solving community problems was the most significant accomplishment in the extension organization during the biennium. The work has been carried out by four classes of extension workers—county agricultural agents, home demonstration agents, county club leaders, and extension specialists. These workers have been most ably and loyally assisted by hundreds of devoted men and women thruout the State, who have served wholeheartedly as community committeemen, county executive committeemen, or as local leaders of club and other projects, in thirty-seven of Idaho's forty-four counties. In 445 organized communities, 2,176 community committeemen have acted as leaders in various lines of work.

At the opening of the biennium there were thirty farm bureaus organized and in operation. During 1919 this number was increased to thirty-two, and during 1920 to thirty-five. These farm bureaus form a medium thru which the educational program of the University is extended to the remote sections of the State. The members of the farm bureaus are cooperators with the University of Idaho.

Publications during the biennium totaled twenty-four bulletins, ranging in size from eight to thirty-two pages, and twenty-three other pamphlets of from four to forty pages. The number printed of each varied from 500 to 15,000. In addition to official publications, approximately 3,565,245 circulation-columns were secured thru the publicity program during the one and one-half years of the biennium of its operation.

The average cost of maintaining county agricultural agents has been \$3,265.30 per year. Of this amount an average of \$2,092.00

has been furnished by the county. The present farm bureau membership is 10,817.

The work of the home demonstration agents has been strengthened during the biennium by developing the program in the "family type" of farm bureau activities. There has been a noticeable increase in the interest of farm women in home demonstration work. In six counties, sixty-five communities were organized for women's work in 1920, and in these counties 714 women were members of farm bureaus.

Idaho has taken the leadership in boys' and girls' club work and has pointed the way for America, the Idaho plan having been adopted as a model by the Club Division of the States Relations Service, United States Department of Agriculture. The distinctive feature of the Idaho work has been the incorporation of club activities into the farm bureau program. Farm bureau work, therefore, falls into two classes, senior and junior. The boys' and girls' club members have produced during the biennium a net wealth to Idaho of \$165,177.67. The enrolment of club members in 1920 was 4,864.

The subject matter specialists, who have averaged eighteen in number during 1920, serve as a medium for extending accurate and specialized service to the county farm bureau organizations. Extension specialists are the link that binds the University's educational program to the farm bureau plan of organization. A significant development during the biennium has been the marked increase in demands for service from the extension specialists.

By reason of the operation of this extension program, for which an appropriation of \$240,000.00 was made by the last session of the Legislature in addition to an appropriation of \$68,000.00 for rodent control and federal and county funds, there has been an estimated saving to the State in the form of increased profits to farmers of \$6,715,559.00. This figure is based upon estimates made by the farmers themselves.

At a special meeting of the Board of Education held early in October, 1920, Dr. Alfred H. Upham, head of the Department of English of Miami University, was elected to the Presidency of the University of Idaho. Having in charge at that time the responsible task of raising funds for his *alma mater*, he was unable to take up his new duties prior to December 1st. Dr. Upham comes to Idaho exceptionally well recommended, and a very successful administration can be anticipated under his leadership. At no time have conditions at the University been so favorable for rapid strides forward. A loyal faculty, an intensely interested alumni, a large and enthusiastic student body, together with a citizenship deeply sensible to its responsibility for the training of the future leadership of the State, make for a bigger and better University.

Respectfully submitted,

L. F. PARSONS,  
*Executive Secretary.*

## DEAN OF THE COLLEGE OF LETTERS AND SCIENCE

### *To the President of the University:*

As Dean of the College of Letters and Science I have the honor to submit to you the following report for the present biennium:

The biennium of 1919-20 has been one of the most difficult periods in the history of the University. In it we have experienced something of the dislocation caused by the participation of our country in the Great War, and we have also felt the strain placed upon our resources by the large increase in the numbers of our students since the signing of the armistice, an increase that we share with almost every other college and university in the land. It has been possible to meet this increase in the number of students only by directing the expenditures of our funds in the most careful manner, by foregoing temporarily many of our needs, and by a loyal effort on the part of the members of the teaching staff, who have responded in the most cheerful manner to the many additional calls made upon them.

In considering the place and the significance of the College of Letters and Science in the University, and in the general life of the State, it is necessary to keep in mind not only the number of students enrolled in the college, but also the wide variety of work carried on by the college. The following table gives the numbers of only those students, registered in the college, who have carried college work within the walls of the University. It includes no short-course students, no extension students, and no Summer School students, and from it have been subtracted the number of students in forestry in the years preceding the establishment of the School of Forestry. It should be noticed, too, that the last line includes only those students who were registered for the present college year before November 6th.

1915-1916	.....	329
1916-1917	.....	360
1917-1918	.....	297
1918-1919	.....	456
1919-1920	.....	504
1920-1921	.....	516

The college gives instruction not only to these large numbers registered in it as candidates for its degrees, but it also gives instruction in fundamental subjects that constitute a large part of the curricula of every other college, with a single exception, of the University. It is necessary to emphasize this fact in order that the extent and the importance of the service which the college renders to the University may be fully appreciated.

Of the students who come under the direct educational supervision of the college, by far the greater number are candidates for the degree of Bachelor of Arts. Last year, for instance, there were 329 candidates for that degree, and only 125 for the three other undergraduate degrees that were then given in the college. This fact, in itself, aside from any question of the cultural needs of all the other

students in the institution, is sufficient proof of the necessity for generous support of the ideal of liberal education.

In addition to giving instruction within the walls of the University, the members of the teaching staff of the college are continuously called upon to perform a wide variety of services for the people at large throughout the State. Some of these services are the answering of letters from teachers and editors, extension lectures, addresses at many kinds of public meetings, the writing of articles for newspapers and other publications, the examination of insect and bacterial pests that farmers and horticulturists have to meet, and the furnishing of a wide range of information to private persons.

The college has a far larger number of students than have all the other colleges and schools on the campus combined, even when the short-course students of the other colleges are included. And when the fact is remembered that the college gives instruction to a very large number of the students in the other colleges its numerical predominance, as well as its educational importance, may be realized.

The increase of salaries voted by the Board of Education in the present year has brought a slight measure of relief; but it has not balanced the existing high level of prices; and it has done nothing at all to compensate the members of the teaching staff for the serious financial losses they sustained all through the last six years in which prices mounted steadily and relentlessly while salaries stood still.

The statistics given in this report reveal the overwhelming preponderance of the humanistic studies in the college and also in the entire University. The recent war has shown in clear light the necessity of strengthening and rendering more vital the liberal studies that have to deal with the spiritual life of man. We have seen that a nation that has made itself notable for its attainments in the field of science may, by its neglect of the fundamental ideals upon which rest the life of civilized society, relapse into barbarism. No state can afford to permit its university to fall behind in the great work of inspiring the youth of the land with the ideals of social helpfulness and solidarity. And the only way in which the university can repay the great mass of the taxpayers of the state, who do not profit directly in any way whatsoever by its teaching, is to send forth continuously into the service of society young men and women who have been subjected to the discipline of sound and conscientious instruction and imbued with the generous and lofty ideals of humanity.

In addition to the paying of adequate salaries, several other things are necessary for the proper maintenance and development of the work of the college. Liberal provision should be made for an increase of equipment. First to be considered in this respect is the library. Without a library properly maintained, the University will be unable to establish itself as a center of liberal and spiritual influence, penetrating and uplifting the life of the entire State. A budget should be granted for the purpose of bringing to the students, at a nominal

cost, first-class lecturers, good plays, fine concerts and recitals. This would do much to enrich the college year and vary the present monotonous week-end diversions of "movies" and dances. Provision should be made for the representation of the University at the leading national gatherings of scholars.

At the opening of the present college year a new division of the University, the School of Education, was established. The students registered in that school as candidates for its own degree, have been subtracted from the College of Letters and Sciences; but despite this fact, the college, as shown in the table of statistics given above, has made a substantial gain in the number of its students. In the course of the present biennium the work of the college has been expended wherever it has been desirable and possible to do so. An example of this is the addition of courses in typewriting and shorthand in the Department of Economics and Political Science. For the purposes of economy and efficiency the former Departments of German and Romance Languages have been combined into the one Department of Modern Languages. Six persons are giving instruction in this department, and next to the Department of English it has the largest student enrolment in the University.

Respectfully submitted,

EDWARD M. HULME,

*Dean of the College of Letters and Science.*

## DEAN OF THE COLLEGE OF AGRICULTURE

*To the President:*

The biennium now closing has been one of recovery from the disorganization of the war period and of substantial growth of the Agricultural College. Several vacancies that had remained open were filled by the appointment of capable men early in the biennium, and agricultural teaching has been restored to high efficiency.

### ENROLMENT INCREASES

During the school year 1919-1920 the student body did not respond as readily as it had been hoped to the efforts of the instructors. The school year now under way shows a marked improvement over last year, and results, so far as efficiency in instruction is concerned, are equal to those attained prior to the World War. The enrolment in the College of Agriculture has increased to a figure that is now approximately twice that of the greatest enrolment prior to the war period.

### FACULTY CHANGES

There have been ten resignations and eleven new appointments during the biennium. It has been difficult to find well trained and experienced men. Marked success has been had, however, in securing

men of the highest type to fill the vacancies. Compensation for the teaching force in agriculture has not been at all adequate for the training and the amount of experience required to do the quality of work desired. Some of the members of the faculty became discouraged through lack of hope of improvement in the salary situation and resigned at various times during the biennium. Others have remained, preferring not to make a change so long as there is a reasonable probability that the salary scale will be put upon an adequate basis.

#### **SALARY SCALE**

The present salaries paid in the College of Agriculture average  $19\frac{1}{2}\%$  below the average salaries paid in the land grant colleges of the states of Colorado, Arizona, Montana, Oregon, Utah and Washington. The average maximum salary paid in these six states for a department head is 25% above the maximum paid in the College of Agriculture of the University of Idaho, and the minimum is 18% above the minimum salary paid department heads here;  $22\frac{1}{2}\%$  above the maximum and 3% above the minimum paid here for associate professors; 21% above the maximum and  $1\frac{1}{2}\%$  above the minimum paid here for assistant professorships; 19% above the maximum paid here for instructors and 44% above the maximum we pay here for assistants and 22% above the minimum. Information upon which the above percentages have been based was secured in August. The statement was made in some of the letters that the salary schedule then prevailing in these institutions might be increased at some time during the present school year. The primary need, therefore, is a salary scale that will enable us to retain here men comparable with those available for instructional work in other western colleges of agriculture.

#### **WHAT GRADUATES DO**

The first graduate of the College of Agriculture was in 1901. There were no more graduates until 1909, and by far the largest number have been graduated since 1910. It is gratifying to know that 30% of the entire number of graduates from the collegiate courses in agriculture are successfully operating farms within the confines of Idaho; 7% are in high school teaching; 20% are doing college, experiment station and extension work, and 27% hold important positions in connection with agricultural progress and development. Three graduates of the College of Agriculture were killed in action in France during the World War.

#### **SOLDIER REHABILITATION**

The University of Idaho was quick to respond to the Federal Board for Vocational Education's request to take part in the educational program for the rehabilitation of disabled soldiers. The greatest demand was for instruction in agriculture. During the



school year of 1919-20 an attempt was made to take care of the Federal Board students of the regular collegiate or short course classes. This plan was found ineffective and after considerable negotiation with the officers of District 13, Federal Board for Vocational Education, the board agreed to employ and assign here a special instructor for vocational animal husbandry, a special instructor for vocational agronomy, and a guidance instructor for vocational English and mathematics. These vocational classes in animal husbandry, agronomy, and English and mathematics were started early in the summer on a "unit basis". A year's course is divided into twelve distinct or separate units. A student may enter at the beginning of any month and because of the distinct "unit" character of the work is little handicapped because others have been in the class for several months preceding his entrance. In addition to the three instructors the Federal Board has assigned here a coordinator, as a connecting link between the Board and the University, and a stenographer for the coordinator.

#### CONSOLIDATION OF DEPARTMENTS

The Department of Soils has been discontinued in order to merge all soils work, except that having to do with the field of chemistry, with the Department of Farm Crops to form a new Department of Agronomy. The soil chemistry has been assigned to the Department of Agricultural Chemistry.

The instructor in veterinary science is no longer the leader of an independent department, but has been made a member of the Department of Animal Husbandry. These changes were effected in the interest of economy and efficiency.

#### NEW NEEDS MET

During the biennium an attempt has been made to harmonize the instructional facilities with the present day tendencies in Idaho agriculture. This has made necessary greater emphasis upon instruction in farm management and farm economics, strengthening the work in agronomy, and the employment of a competent instructor for irrigation as it especially affects the student in agriculture.

#### ENTRANCE REQUIREMENTS

Entrance requirements have been modified to provide for six free elective units of the fifteen units required. This permits Smith-Hughes high school graduates to present as many as six units of vocational agriculture for admission to the College of Agriculture.

#### EQUIPMENT NEEDS

Agriculture is an ever-changing science. The methods of today are not ordinarily the most efficient for tomorrow and much of the equipment of the highest value a few years ago is now obsolete. This

means frequent purchases of new equipment. In the Department of Dairy Husbandry will be found requests for new equipment due to the recent adoption of new processes in the manufacture of dairy products.

#### AGRICULTURAL BUILDING NEEDED

There is needed for the work in the College of Agriculture and of the Agricultural Experiment Station a modern building of sufficient size to accommodate offices, laboratories and to provide other facilities for the work in agriculture. Morrill Hall, now used largely for the housing of the teaching and station work, is not properly arranged for effective service and is very much overcrowded. From two to four people are forced to occupy small offices that are suitable for one person only. The laboratory facilities are no longer adequate, due to the fact that classes are of such size that they must be divided into section. The congestion in Morrill Hall has been partly caused by some increase in the instructional and station staffs, and partly due to the encouragement that has been given to federal cooperation in order to secure the expenditure within Idaho of funds from the United States Department of Agriculture for the benefit of agriculture in this State. During the biennium an office has been provided for the county agent leader for Northern Idaho in Morrill Hall and a branch of the State Seed Laboratory has been established here. Cooperative work in farm management has been initiated, and there will be started here January 1, 1921, cooperative investigations in plant pathology.

Respectfully submitted,

E. J. IDINGS,  
*Dean, College of Agriculture.*

#### DEAN OF THE COLLEGE OF ENGINEERING

*To the President:*

The Engineering College offers courses of four years of study and training in preparation for the professions of civil, electrical, mechanical and chemical engineer, respectively. The work of instruction is in the hands of men with extended teaching or practical experience, and is thorough and fundamental. For the past biennium the attendance has been satisfactory; the number of students enrolled during the college year 1919-20 was ninety-two. For the current year the number to November 6 was eighty-six. Passing over the exceptional S. A. T. C. registration, this may be compared with seventy-two in 1916-17 and fifty-two in 1917-18.

The most important addition to the equipment of the college for the biennium is the installation of a Road Materials Laboratory in the Civil Engineering Department at a cost of \$3,000.00. This laboratory has the latest standard apparatus for testing sand, gravel, rock, cement, concrete, tar, asphalt and other bituminous materials—in

short, all materials entering into modern road and pavement construction. Through the interest of Commissioner W. J. Hall and Director D. P. Olson, the State Bureau of Highways has cooperated on a 50-50 basis with the Department of Civil Engineering in support of the operation of this laboratory. The cost was \$2,400.00 for the twelve months ending December 1st, 1920.

There is an obvious advantage in having this testing done at the University, where it can be kept on a purely scientific basis, free from any political influence. The work will need to be enlarged in the coming biennium.

The Department of Electrical Engineering has been entirely rewired and rearranged in a way adding greatly to its convenient use. A 15-K. W. motor-generator set has been provided to supply adequate power for laboratory testing, and a 5-H. P. repulsion motor for test purposes. During the past summer the campus was provided with an efficient system of out-of-doors lighting, designed and installed by Professor Johnson, head of the Department of Electrical Engineering.

A real advance in provision for the Department of Mechanical Engineering has been made by assembling and installing the laboratory equipment of the department in the space provided for it in the new Shop Building. The most notable pieces of apparatus added to the equipment of the department in the past two years are: pump for condenser; air compressor; air plane engine.

The installation of an Industrial Laboratory for Chemical Engineering should not longer be delayed. The next senior class will contain four chemical seniors who should have the training only given in such a laboratory. For this purpose Dr. von Ende, head of the Chemical Department, estimates that \$5,000.00 will be needed.

In Idaho there should come a growth of manufacturing and chemical industry similar to that which helped to enrich the Middle West. For this is demanded leaders with thorough scientific training and an aptitude for making practical application of their knowledge. Such men the College of Engineering may hope to train. The recent World War showed that Germany, by reason of her carefully planned and long continued application of science to chemical and engineering industry held the advantage until the Allies, with desperate haste, summoned their resources of scientific and engineering ability to meet and overcome the devices of the enemy.

Respectfully submitted,

C. N. LITTLE,  
*Dean, College of Engineering.*

## DEAN OF THE COLLEGE OF LAW

*To the President:*

The increase in the number of students in attendance at the University of Idaho has been marked during the last biennium. As is to be expected, this enlarged enrolment has spread itself rather uniformly thruout the various schools and colleges of the University.

The enrolment in the Law School for the present semester is the greatest in its history. The first year class for this semester shows an increase of more than 75% over the first year class enrolling in 1919. The enrolment in the first year class for 1919 was fourteen. The enrolment in the first year class for the current semester is twenty-five. The total enrolment in the College of Law is forty-five.

In addition to those regularly enrolled as first, second or third year law students, there are fifty students from the other schools and colleges in the University taking one or more law courses at this time.

#### NEEDS

The Association of American Law Schools requires a minimum library of 5,000 volumes. We have now reached this minimum, but before we can say that we are even fairly well quipped with the working tools of a law school there should be added to the law library from 1,000 to 5,000 volumes. To make this addition at once would necessitate the expenditure of from \$5,000.00 to \$15,000.00. This may seem like a considerable sum for the State to expend at one time, but if we keep in mind the fact that each law student pays to the State each year a fee of \$25.00, a minimum attendance of forty students each year will return to the State annually in fees the sum of \$1,000.00. Thus, in five years the Law School will have returned to the State the minimum sum mentioned above. In the meantime the State will have offered a better law school to its citizens.

The Law School needs additional room. The increase in growth this year taxes our facilities to the utmost. We have every reason to believe that the growth for the next year will exceed that of this year. The number of prelegal students reported from the College of Letters and Science last year was three. It is now definitely known that their number for this year is in excess of twenty. This increased interest in the study of law finds its roots in business economics. The business world demands that managers and superintendents have more information about the principles underlying the legal aspects of industrial and commercial enterprises. Law, possibly more than any other subject of study, affords a means of unraveling the complex maze of modern economic activities and of seeing them in their proper and significant relations.

Very truly yours,

O. P. COCKERILL,  
*Dean, College of Law.*

#### DEAN OF THE SCHOOL OF MINES

*To the President:*

In August, 1917, the Board of Education, on recommendation of the President of the University and the Commissioner of Education, segregated the Departments of Mining Engineering and Metallurgy from the College of Engineering, and the Department of Geology from

the College of Letters and Science, and made them the nucleus of a School of Mines, which was given large functions in connection with the development of the State's mineral industry.

The mining work of the University having shrivelled practically to the vanishing point (there being no freshmen in mining in 1916), it appeared to the writer upon accepting the deanship of this "paper" School of Mines, that his prime function was to rehabilitate the prestige and standing of the mining work of the University, and to this end he has devoted himself, with what measure of success the balance of the report will show.

### ENROLMENT

The enrolment of the School of Mines, while showing a rapid growth, is as yet far from satisfactory and the proportion of mining students to total enrolment is much too small for the University of a State in which mining is so important an industry. The enrolment of persons majoring in mining, metallurgy and geology by years, including 1916, is as follows:

Year—	Freshmen.	Sophomores.	Juniors.	Seniors.	Graduate Students.	Short Course.	Tot.
1916 .....	0	1	3	2	0	8	14
1917 .....	8	1	0	0	1	6	16
1918 .....	10	4	1	0	2	6	23
1919 .....	11	4	4	0	3	7	29
1920 .....	9	6	4	7	5	10*	41

\* Estimated.

The real measure of the work of a school is, however, afforded rather by the number of persons taking work in the various departments. For the past two years the total enrolments in each department are as follows:

Year—	Mining.	Metallurgy.	Geology.	Tot.
1919 .....	23	22	180	227
1920 .....	29	28	240	297

The figures for 1920 are based upon the first semester enrolment plus a conservative estimate for the second semester.

### PERSONNEL

During the past two years there has been almost a complete change in the personnel of the school.

The most important change is in the leadership of the Department of Geology; Prof. D. C. Livingston having accepted a similar position at Oregon Agricultural College, we were fortunate in being able to secure for the vacancy Dr. Francis B. Laney of the United States Geological Survey, a geologist of note and distinction, who, I have no doubt, will prove a great builder of this side of the work.

Another important change is in the Department of Metallurgy, where Assistant Professor Fahrenwald has, at my suggestion, been transferred to the Federal staff, continuing here on cooperative work. His place has been filled by Mr. Robert B. Elder, who is doing good work.

Mr. Virgil Kirkham was appointed instructor in geology since Carl Ver Steeg resigned. Mr. Kirkham is doing excellent work.

#### INSTRUCTIONAL WORK

As will be noted from the tables preceding there has until this year been comparatively little major work of anything except of an elementary character in the undergraduate courses. This situation is rapidly changing, however, and from now on it is anticipated that there will be a sufficient number of juniors and seniors to afford the necessary body and impetus to the phase of the instructional work.

As at present divided the work in geology is carried by the head of the department and one assistant; this plan enables the senior man to devote perhaps one-third of this time to the preparation of reports on summer work done for the State Bureau of Mines and Geology, to which reference will be made later.

#### RESEARCH WORK

The post graduate and research work of the school is in a much more healthy condition than the undergraduate division of the work. This situation is due to the very satisfactory operation of the cooperative work established in the fall of 1917 with the United States Bureau of Mines. The initiation of this work was made possible by the generosity of the mine owners of the Coeur d'Alene district, who contributed some \$7,000.00 to the work prior to April 1st, 1919. At this date the State Bureau of Mines and Geology, created by the 1919 Legislature, assumed the burden of cooperative expenditure and became a third party to the cooperative agreement. I regard the creation and establishment of the State Bureau, affiliated with and by law attached to the University, as the most important event of the biennium so far as the School of Mines is concerned. Providing as it does from Federal and State funds a total of \$55,000.00 for the two-year period, it makes possible a quality and quantity of research work dealing with the mineral resources of the State which, as it comes to completion and publication, cannot but reflect great credit on the University and direct the attention of the mining profession to the School of Mines and to its faculty and graduate students who are concerned in this work.

At present the bureau is financing from two to three "fellowships" in metallurgy at \$900.00 each per year, and in addition the junior faculty men in geology and metallurgy are employed jointly by the University and the bureau, making these positions also largely research "fellowships". In addition to this the School of Mines faculty

finds summer employment in field work thruout the State, thus making such positions more attractive from an income point of view, and rendering these faculty members better equipped to teach the youth of the State.

#### ADEQUACY OF EQUIPMENT

So far as metallurgical and ore-dressing equipment is concerned, we are in the main well equipped and very adequately housed. With proper additions to keep pace with the development of the art, we are in position to maintain our present lead as one of the best metallurgical laboratories of the West.

In mining we have ample room but lack facilities. .

It is in geology that facilities are more seriously lacking. At present the entire work of this, the most populous department of the division, is housed in one small room, which has to serve as office, classroom, mineralogical and petrographical laboratory, map-room and museum. Briefly, the facilities are utterly inadequate. The department should have an office room, recitation room, a large and well equipped laboratory for mineralogy and petrography and a smaller laboratory for advanced microscopic work in the study of ores and alloys. It is also manifestly important that the University and the State Bureau should build up a complete display collection of the rocks, minerals and oils of the State. This has been begun, but it is useless to add to it, and difficult to get people to contribute to it, if the material is to be stored in an attic or a cellar.

#### FUTURE PROSPECTS

The future of the School of Mines is, I believe, good, provided certain requisites are assured. These I would list as follows:

1. Suitable financial support, together with adequate recognition of the importance of the work by the incoming president, similar to that given by the last administration.

2. Perpetuation of the State Bureau of Mines and Geology, which, by relating the School of Mines to the development of the mining industry, is of inestimable service in strengthening our work.

3. Continuation of the cooperation now existing between the University and the United States Bureau of Mines, with the early establishment at this point of a full United States Bureau of Mines Experiment station.

In concluding this report I desire to acknowledge with most cordial appreciation the interest taken in the new School of Mines by the members of the State Board of Education, by Commissioner Bryan, by President Lindley (prior to his resignation), and latterly by Mr L. F. Parsons, who as virtual ad-interim president has been most thoughtful and efficient under extremely difficult circumstances.

FRANCIS A. THOMSON,

*Dean, School of Mines.*

## DEAN OF THE SCHOOL OF FORESTRY

### *To the President:*

The School of Forestry has made gratifying progress the current biennium. The enrolment shows a steady growth, the faculty has been increased to pre-war strength, and important projects have been launched, some of which have been carried to completion.

### ENROLMENT

The registration, exclusive of correspondence students, for the year ending in June, 1920, was the largest in the history of the school, and the present year will show increased enrolment over that of last year. The correspondence course in lumber and its uses has met with a hearty response, more than 100 students having registered for the work. A gratifying feature of the class-room work is the fact that students from other departments are electing forestry subjects in increasing numbers. In this connection mention may be made of the plans now under way by the State Director of Vocational Education in cooperation with the School of Forestry to introduce vocational training in the lumber industry. The preliminary investigation was started the first part of September, and the first class, one in lumber grading, has been organized.

### FACULTY CHANGES

The vacancies caused by the resignation of Prof. H. E. Schmelter, in July, 1918, to enter war service, and of Prof. I. W. Cook in August, 1919, to accept an important appointment with a prominent lumber company, were filled by the appointment of Dr. Henry Schmitz, who took his degree at the Washington University, and Prof. C. Edward Behre, a graduate of the Yale Forest School. The U. S. Forest Service cooperates with the School by detailing each winter several of its members, each to deliver a series of lectures.

### RECONNAISSANCE STUDIES

At the request of the Board of State Land Commissioners, a reconnaissance study was made by the school during the summer of 1919, of 15,000 acres of State land grants around Big Payette Lake, and recommendations were made for handling both the recreational features and the timber resources. A similar study was made the past summer of Heyburn Park, in response to a request from the Department of Public Works, and a report has been submitted. The school has also made in the summer of 1920, a reconnaissance study of over 18,000 acres of State timber lands, mostly those of the University in Clearwater county. It is expected that this work will continue from summer to summer till all the University timber lands are covered, thus enabling the school to make a full report to the Board of Regents on the status of the University timber holdings. These recon-



naissance studies have greatly enlarged the work of the school, and have served to emphasize the statewide character of its field.

#### OTHER INVESTIGATIONS

Experimental tree planting to determine the forest trees best adapted to the various parts of the State has been continued, and experiments in fall planting have been started. The project carried on jointly by the School of Forestry and the School of Mines to determine the adaptability of oils derived from Idaho woods for ore flotation has been carried to a point which will justify conclusions, and a report on the work is in preparation.

A series of experiments to determine the relative durability of the chief commercial timbers of the State, conducted by Dr. Henry Schmitz, has been concluded and he is now preparing his report for publication. Prof. Behre was occupied during the past summer in a study of land classification in Priest River Valley for the United States Forest Service. The question involved was whether certain lands are more valuable for the production of white pine than for agriculture.

Investigations in the utilization of logged-off land, and greater efficiency in the use of the range are other projects, preliminary plans for which are under way.

#### PUBLICATIONS

The school has issued within the biennium, Experiment Station Circulars 5 and 10, each dealing with forest and shade trees for planting in the State, and Circular 11, entitled "Black Locust in Idaho." Dr. Schmitz has published two important papers, one entitled, "Observations on Some Common and Important Diseases of *Rhododendron*," published in *Phytopathology*, Vol. 10, No. 5; the other on "Enzyme Action in *Echinodontium Tintorium*," published in the *Journal of General Physiology*, Vol. 2, No. 6. A third paper by Dr. Schmitz and S. M. Zellar, entitled, "The Toxicity of Various Fractions and Combinations of Fractions of Coal-tar Creosote to Wood Destroying Fungi," is now in press.

The Forest Club issued in July, 1920, the second number of *Idaho Forester*, a 36-page publication, containing several articles of a semi-technical nature. A number of articles also were contributed to the trade journals and newspapers.

#### NEEDS

While the school has enjoyed considerable expansion in its work the past two years, it is the hope that its field and scope may be still further enlarged the coming two years. To this end the budget requested for the next biennium represents an appreciable increase. One item provides for an additional instructor, a forester with special

training in grazing. The relation between forestry and the grazing industry is one of growing importance in the State, and the school should be better equipped to assist in solving the problem of a more efficient use of the range.

Another item calls for a survey of the forest resources of Idaho, it being understood that the Forest Service would put up a like amount for the purpose. It is believed that a survey which will show the acreage and location of the permanent forest lands as distinguished from lands suitable for agriculture, and indicate even roughly their producing capacity in terms of kinds and quantity of timber, will serve to put forestry as one of the three basic industries of the State on a more stable basis.

This report again calls attention to the need of the School of Forestry for greatly enlarged quarters as soon as they can be provided. While it is expected that additional room will be released in Morrill Hall for the use of forestry as other buildings are provided, it is not too early now to begin to plan for an adequate modern building as the permanent home of the school.

The importance of a demonstration forest is again emphasized. While the reconnaissance studies of the University timber land grants have not yet been carried to a point where specific recommendations in this matter are advisable, it is hoped that plans can be matured so that recommendations may be made in another two years. Such a forest would serve as a forest experiment station, and knowledge resulting from scientific experiments is as essential in forestry as it is in agriculture.

Respectfully submitted,

F. G. MILLER,  
Dean School of Forestry.

## DEAN OF THE SCHOOL OF EDUCATION

### *To the President:*

The School of Education as a separate unit of the University was established by the Board of Education in June 1920. Much of my report must deal, therefore, with plans and needs.

However, the school has been functioning very well as a department in the College of Letters and Science. Not many students have, as yet, received a degree in Education, but a good proportion of the graduates of the College of Letters and Science have taken the work in education required for a teachers' certificate. Twenty of the class of 1919 met this requirement, and 15 of the class of 1920. During the year 1919-20 there were 152 students enrolled in one or more courses in education.

The quality of students who elect courses in education is very gratifying. Of the four students graduating with highest honors in 1919 three were education students; and of the six receiving high

honors, four were education students. In 1920, of the two receiving highest honors one was an education student; and of the three receiving high honors two were education students.

#### **PLANS**

The plans of the school, as it is being organized at present, include (1) a general course for high school teachers, principals and superintendent, (2) a special course for teachers of agriculture, in cooperation with the College of Agriculture; (3) a special course for teachers of home economics, in cooperation with the department of Home Economics; (4) a special course for teachers of the mechanic arts, in cooperation with the College of Engineering; (5) a special course for music supervisors, in cooperation with the department of Music; (6) a special course for directors of physical training and athletics, in cooperation with the department of Physical Education.

#### **NEEDS**

The greatest need at present is room. More and better work could be done if there were suitable places in which to do it. Besides class rooms, there should be a small room in which school reports, monographs and other educational material could be collected and filed, and consulted by students. The value of such material depends largely upon its availability. Professor Soulen is chairman of the committee on admissions, and needs a separate office in which to keep records and confer with students, not only in the School of Education, but in every department of the University. A small increase over the present allowance is needed for books and other material.

#### **THE SUMMER SCHOOL**

The most economical department of a college is the summer school. Without it the buildings and equipment would be idle in the summer, the cost of maintenance is light, and the cost of instruction is less than in the winter session. During the summer teachers are free to improve themselves and prepare for better work in the schools. The responsibility for the summer school has been placed upon the School of Education. A large part of the work will be planned for teachers.

#### **NEED FOR TEACHERS IN IDAHO**

The bulletin of the National Education Association for November publishes a report of an investigation of the teacher situation in the United States. According to that report there are now about 477 schools in Idaho either without a teacher or being taught by a teacher below accepted standards of preparation.

Because of the shortage of teachers a large number of students leave the University to take teaching positions before graduating.

These teachers intend to come back and finish the course, and they should be encouraged to do so at an early date.

Idaho should not expect to receive many competent teachers from other States, because the situation in other States is about as it is here. Furthermore Idaho will be better served by training a large part of her own teachers.

In the conclusion of the report referred to above, the statement is made that "Unquestionably the greatest educational problem before the American people is the securing of competent, well trained teachers for every teaching position in the country."

It is hoped that the School of Education may do its part in helping to do for Idaho what similar institutions are planning to do for other States.

Respectfully submitted,  
J. F. MESSENGER,  
Dean of the School of Education.

## DIRECTOR OF HOME ECONOMICS

### *To the President:*

The Home Economics Department was without a head from July 1918, to January 1st, 1920. During the present biennium the entire staff, with the exception of one member has changed personnel. Notwithstanding these handicaps, there was an increase of about 25 per cent in the enrolment at the opening of the school year, September 11, 1920, with good prospects for continued growth.

A supervisor of practice teaching has been added to the Home Economics staff. She has charge of the Domestic Science Department of the high school, and supervises the senior girls of the Home Economics Department, who go there to get practical class room experience. This is the first time that the authorities of the Moscow high school have permitted its being made a laboratory for practice teaching.

A graduate nurse has been employed to give a course in home nursing. A special class room for this work has been equipped in the infirmary.

During the second semester of last year the advanced students in Home Economics were given an opportunity of getting practical experience in home making. The M. E. Lewis residence was rented for two months and every junior and senior girl in Home Economics was required to live in the house for three weeks. During this time they did the regular housework and prepared meals for a family of six. This experience is invaluable.

A practice cottage must be rented or purchased this year in order to meet one of the requirements of the Smith-Hughes Act. Furthermore, home economics education is not considered complete without this training.

It will be necessary to equip a small laundry. This is to be used by the detail woman as well as by the Home Economics students—estimated cost, \$600.00.

One foods laboratory should be equipped according to the unit system. This change is to be made to comply with modern tendencies in home economics education. Estimated cost, \$500.00.

One additional sewing laboratory must be provided and more space is needed for the classes in art. The present congestion makes it impossible to do satisfactory work. In one small clothing laboratory 25 girls are attempting to do the regular freshman work, and 29 girls are crowded into one small art laboratory. Many young women desiring to enroll were refused registration because there was not room to accommodate them.

A detail woman is needed. She should give a part of each day to regular departmental details. Student help has proven very unsatisfactory.

An additional teacher to give instruction in food and clothing will be necessary to carry on the work at the opening of the second semester. The classes in clothing and art have increased in numbers until it is essential that they be divided into sections.

In addition to the courses previously offered, a four-year vocational course for training teachers in home economics is given. This has been approved by the Federal Board for Vocational Education. It is hoped that a sufficiently large number will be graduated from this course to supply the demand for home economics teachers made by the Smith-Hughes high schools and other high schools of the State.

The course in household arts offered by the School of Practical Agriculture has been dropped. The Smith-Hughes high schools of the State will offer opportunity for secondary vocational education to many young women who live in the vicinity of those schools.

The Department of Home Economics aims to offer a curriculum that is adapted to meet the needs of the following classes:

Those desiring a general knowledge of the subject;

Those who desire to teach the subject in secondary schools and colleges;

Those who are interested in the work of dietetics;

Those who desire to make a specialty of domestic art for the purpose of teaching the subject in secondary schools and colleges;

Those desiring to take up some phase of extension work.

Respectfully submitted,

KATHERINE JENSON,  
Director of Home Economics.

## CHAIRMAN OF THE PRE-MEDIC COMMITTEE

### *To the President:*

The number of students registered in the Pre-Medical Course at the University during the past few years shows a steady and very substantial increase from year to year. This year we have in the neighborhood of fifty enthusiastic students as compared with six in 1913-14. The work is firmly established and attained its present proportions in spite of the fact that it has received comparatively little publicity.

The great advances of recent years in all the natural sciences have led to correspondingly great advances in the practice of medicine and surgery. In full realization of this fact, our foundational curriculum was made as broad and strong as may be had anywhere, and meets the entrance requirements of every medical school in the country. The work is so outlined that the student can arrange for four, three, or two years of work, according to the nature of entrance requirements of the institution which he contemplates entering. The curriculum is changed from time to time in accordance with the changes in requirements set by the American Medical Association.

According to reports, our former students are doing exceptionally fine work at several of the strongest medical schools. Idaho has every reason to feel proud of the high standing accorded her pre-medical work by some of the leading medical institutions. The recognition given us by some of the best schools is most flattering. Rush, for example, gives our B. S. Pre-Medical graduates advanced credit in such courses as Comparative Anatomy, Embryology, Histology and Organology, Cytology, Heredity and Eugenics, Evolution, and Biological Chemistry, equivalent to one year of medical work at that institution. A better recognition could not be expected by any school.

While this department is enjoying rapid growth, the enrolment does not, by any means, represent the full extent of the natural demand for pre-medical training on the part of young men and women in this State. Owing to lack of proper publicity in the past of this important phase of work offered at the University, many students from this State continue to register in courses preparatory to the study of medicine in other institutions. This not only cuts down the registration in our University, but these students spend their money outside of the State and receive a similar, and in many cases, an inferior training at a much greater expense. The need of more favorable publicity and pre-medical bulletin for distribution among the high school graduates is obvious.

Respectfully submitted,

J. E. WODSEDALEK,

*Chairman of Committee on Pre-Medical Instruction.*

## COMMANDING OFFICER OF THE MILITARY DEPARTMENT

*To the President:*

During the past two years the Military Department has devoted its energy to developing the infantry unit of the Reserve Officers' Training Corps, the principal object of which is to qualify young men to perform the duties of commissioned officers in time of war or other emergency, thus obviating to an appreciable degree the existing necessity of hurriedly training after hostilities begin the majority of the large number of officers required in modern armies. This result is accomplished without interfering with the regular college work of the student. In fact such courses of military instruction are prescribed as to make the regular course more complete and to render the student better fitted for any pursuit in life.

The basic course, primarily intended to produce non-commissioned officers, extends over a period of two years, normally, the freshman and sophomore, and consists of systematic, progressive theoretical and practical training in the elementary subjects of the military science, including disciplinary drills of various kinds which teach students how to act in unison, emphasize the important quality of self-discipline and inculcate alertness, precision and application.

The advanced course, elective for juniors and seniors, covering a like period, has for its principal aim the training of the student in higher qualities of leadership and command, thereby preparing him to become a commissioned officer in the Army Reserve eligible and qualified for call in time of war or other national emergency, at the same time offering opportunity to enter the profession of arms in time of peace.

Our work has followed the course of study outlined in Special Regulations No. 44, War Department, applicable to all educational institutions maintaining the R. O. T. C. organization and insuring degrees of uniformity and efficiency throughout the country not existing prior to the adoption of the regulations. The United States government provides a corps of instructors and furnishes uniforms, arms and equipment necessary to conduct the training. It requires the institution to provide for the care and storage of this property and to arrange for indoor and outdoor facilities for the theoretical and practical exercises.

In this connection attention is respectfully invited to the inadequate accommodations available for storage and indoor training at the present and the urgent need of a new armory or if deemed best a combined armory and gymnasium building of appropriate capacity, which will meet not only the essential requirements of this department but also those of the closely allied department of physical culture. Such a building will also provide a suitable place for indoor athletics, healthful recreation and social affairs, all of which are so important in college life, and attract students to our doors.

A joint annual encampment of six weeks' duration, at which attendance is optional for basic course students but required for the advanced course students, free of expense for both classes, is held during the months of June and July, supplementing the military work given in the colleges. Our institution was well represented at the camp this year and the students reflected much credit on the University by receiving honor awards in many subjects. At the present there are under instruction sixteen students in the advanced course and 254 in the basic course. These numbers do not include an approximately equal number in college who were either in the service during the war or have otherwise received military training. The reports of the various inspecting officers from the War Department, who visit the institution three times a year, are highly encouraging to the department and accord our R. O. T. C. unit standing among the highest in the country.

The students pursuing the military course at the University are receiving through the R. O. T. C. the benefits of military discipline, training in team work, assurance of service as an officer in time of emergency, opportunity for a scholarship at the University amounting to over \$400.00 for the last two years in college, physical training, preparation for national service, technical training specially developing self-reliance, confidence, courtesy, initiative, sense of duty and leadership. The University secures through the R. O. T. C. a closer relationship with the national government and a better understanding of its problems, a sympathetic contact with the War Department, an increase of educational efficiency, an enhancement of college spirit and an enlarged opportunity for national service.

EDW. R. CHRISMAN,  
*Colonel, U. S. Army.*

## LIBRARIAN

*To the President of the University:*

During the past two years the Library, like other parts of the University, has made progress, tho it has been seriously handicapped by the limitations of space, and by the increased cost of books, service and supplies. The book space and the seating capacity have been taxed to the utmost. This means diminished service now and increased labor cost later. We have stored books in the basement, piled them on tops of cases, and used every available space. Four tables and twenty-four chairs were added to our reading room, which was already full. The reading room congestion will be relieved somewhat by the completion of the south wing of the building.

## STAFF

Continuity of service is essential to good service. This is more emphatically true of the Library than of most departments of the University. Yet the librarian is the only member of the staff today



who was on duty January 1st, 1919. Some have left to attend professional schools and so fit themselves to give better service, but it is largely because of our inability to meet the higher salaries offered elsewhere that we have been obliged to make temporary appointments and to train inexperienced people as best we could.

The situation has been trying alike to faculty, students and librarian. It may be comparatively easy to find new assistants with a good knowledge of books and library methods, but really good service can be rendered only after they have become familiar with the particular resources, methods and patrons of this library. Such knowledge can be acquired only by continuous contact.

Various persons have rendered good service for small pay, but if we are to give our students and faculty the kind of service to which they are entitled, we must employ more trained and experienced people and we must pay salaries sufficiently large to keep the best people who come to us.

Miss Katherine Frantz joined the staff in January, 1919, and has rendered most acceptable service. She has kept general oversight and direction of the loan desk and taken entire charge of the periodicals. She has also answered all requests for books to be sent by mail and has often acted as first assistant.

#### ACCESSIONS

Because of increased cost of all equipment and also partly because of emergency salaries, many departments have been obliged to cut library expenditures to the barest necessities. No department has had an adequate book fund. In spite of this 2,816 volumes have been added to the library from January 1st, 1919, to December 1st, 1920. Of these, 311 volumes were obtained by binding periodicals and 782 were gifts, leaving 1,723 volumes added by purchase. This number will be somewhat increased by the end of the year, as two freight shipments from New York are now on the way.

Special mention should be made of the gift of a miscellaneous collection of books and magazines presented by the Misses Carrie and Anna Mitchell and of the 1797 edition of the *Encyclopedia Britannica* presented by Reverend W. H. Bridge. The many single volumes which have been given to the library are not less appreciated because not specifically mentioned.

#### CATALOG

During the biennium the work of cataloguing has been broken into by changes in the personnel and by the press of other work which has sometimes taken the cataloguer from her regular duties. Until recently the accessions have been kept catalogued and considerable back work was done. Excepting documents and periodicals, there remain about 500 volumes to be completely catalogued. This will complete the back work in this department.

Since the publication of the complete list of Library of Congress subject headings, a revision of the headings used in our catalog has been undertaken. This has necessitated the checking of the entire list and the changing of many cards, but it should eventually save much time and make the catalog more useful. At the same time the checking was done, all cross reference cards were revised, and about 2,000 have been added. It is expected that this work will be finished by January 1st.

#### LOAN DESK

Accurate statistics of this work have not been kept, but a hasty checking of readers' cards used between January 1st and December 15th, 1920, shows 4,763 volumes loaned for home use and 171 volumes for departmental use.

#### PERIODICALS AND NEWSPAPERS

The University subscribes to about 350 periodicals and serials and receives about twenty-five as gifts. This gives us a fairly representative collection of current material, tho there are many excellent publications not included.

Most of the newspapers of the State are sent as gifts. We were obliged to temporarily abandon our newspaper room because of the removal of the walls incident to the building of the new wing. It is expected that after January 1st we may again have an open reading room where the papers may be freely consulted.

Respectfully submitted,

MARY BELLE SWEET,  
*Librarian.*

### DIRECTOR OF AGRICULTURAL EXPERIMENT STATION

*To the President:*

Effects of the World War continued to influence the work of the Agricultural Experiment Station well into 1919. Several projects had been held at least partially in abeyance; certain station workers were on leave for military service; equipment and supplies of all kinds materially advanced in price; both in retaining members of the staff and in filling vacancies it was found that men with the desired training and experience demanded salary rates much higher than had before prevailed.

#### PROGRESS MADE

The station is fortunate, however, in being able to record considerable progress for the biennium in spite of difficulties indicated above. New buildings and equipment have been secured; success has been had in securing well trained men to fill vacancies; important results have

been achieved in connection with a number of projects; three full-time station workers have been added during the biennium in plant pathology, farm management and animal husbandry. The two last named are supported by the special appropriation for investigation. One-half of the cost of farm management is met by the United States Department of Agriculture. Work is in progress at the close of the biennium on a total of eighty-five projects.

#### **NEW BUILDINGS AND EQUIPMENT**

A service building was completed for the department of poultry husbandry at a cost of \$1500. Two students' army training corps buildings have been moved to a suitable location to provide for a storage building, each for farm crops and horticulture. A feeding plant of permanent construction has been erected for investigations in the feeding of steers and sheep on the Caldwell Substation. This plant will provide for 144 head of cattle and 1000 head of sheep with racks for forage, bunks, trough, concrete water troughs and a reserve water storage tank holding 9000 gallons. This plant cost approximately \$3500. A machinery shed and a small sheep shed have been erected on the Sandpoint Substation. A flock of twenty Shropshire sheep was purchased for this station. Twenty-two Hampshire sheep were purchased for the Caldwell Substation. A new thresher for plot work and a smaller thresher for nursery rows were purchased for the department of farm crops. Eight head of purebred sheep have been donated to the home station at Moscow, four of which are Suffolks, donated by the Suffolk Society of England.

#### **STATION ACTIVITIES STATE-WIDE**

The activities of the Experiment Station extend to many parts of the State. The central station farm at Moscow consists of 375 acres of leased and deeded land; the Caldwell Substation, 320 acres; the Aberdeen Station, 80 acres; the High Altitude Station at Felt, 160 acres of dry farm land and 40 acres of irrigated land; the Experimental Farm at Sandpoint, 170 acres. In addition to the above it is hoped to have active participation in the work of the 40-acre well-improved experimental farm at Jerome. Another point from which station work is conducted is the Entomological Substation at Twin Falls, where Mr. R. H. Smith is located for work with the clover aphids and the clover nematode. Soil surveys have been made during the biennium in Kootenai county and in Twin Falls county. Farm management studies have been carried on for one year in Latah county and for two years in Twin Falls county. The Experiment Station, therefore, is statewide in its work and influence, and has to do with the problems of the State's agricultural development and prosperity.

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**ADAMS FUND PROJECTS*****Agricultural Chemistry.***

1. Factors influencing the protein content of wheat.
2. The influence of available nitrogen upon the protein content of wheat:
3. Tolerance of crops for alkali.

***Agronomy.***

1. Duty of water.

***Bacteriology.***

1. The relation of nitrates to nodule formation.
2. Effects of woods and forest products on bacteriological activities in soil.
  - (a) Ammonification and nitrification.
  - (b) Nitrogen fixation.
3. Effects of alkali salts on bacteriological activities in soil. (In cooperation with Agricultural Chemistry.)

***Chemistry.***

1. Factors influencing the ripening of fruits, particularly apples.

***Horticulture.***

1. Apple breeding.

***Plant Pathology.***

1. Relation of soil moisture content to bunt infection in wheat.
2. A study of the calico and streak disease of the potato.

***Plant Physiology.***

1. Apple structure, micro-chemistry, and enzyme formation.

***Zoology.***

1. Cytological studies.
  - (a) Additional cytological studies of the reproduction cells of the mule.
  - (b) Cytological studies of the reproduction cells of cattle.
  - (c) Cytological studies of the reproduction cells of sheep.

**PROJECTS SUPPORTED BY THE HATCH AND THE LOCAL STATION FUNDS*****Agricultural chemistry.***

1. Silage investigations.
  - (a) The composition of sunflower and sweet clover silage during several periods of growth. (In cooperation with Agronomy.)
  - (b) A comparison of various varieties of corn for silage purposes. (In cooperation with Agronomy.)
  - (c) A study of the proteins of different forage crops before and after siloing.

- (d) The digestible coefficients of sunflower silage when fed to cattle and sheep. (In cooperation with Animal Husbandry.)
- (d) Sugar beet top silage found in Idaho.
- 2. Sugar beet improvement work.
  - (a) A study of the sugar content of sugar beets when grown from high sugar mother beets of high sugar content. (In cooperation with Aberdeen Substation.)
- 3. The effect of feeds, oils and mineral salts upon milk secretion and milk constituents. (In cooperation with Dairy Husbandry.)
- 4. The effect of adding lime, calcium sulphate and sulphur to Idaho type of soils on the yield of alfalfa and composition of the ash; also the effect of these chemical substances on the supply of available plant elements. (In cooperation with Agronomy.)
- 5. The protein content of wheat, nitrogen content of the soil, when cropped continuously to wheat and when cropped under a definite rotation scheme.
- 6. Cooperative analytical work.
  - (a) Department of Horticulture, apple breeding, chemical determinations of acidity.
  - (b) Departments of Horticulture and Plant Pathology, potato dipping investigations. Determination of mercuric chloride in solution used in treating seed potatoes.
  - (c) Department of Agronomy, soil survey work. Analysis of soil samples.

#### *Agronomy.*

- 1. Small grain improvement. (In cooperation with substations.)
  - (a) Wheat.
  - (b) Oats.
  - (c) Barley.
  - (d) Rye, emmer, and miscellaneous grains.
- 2. Forage investigations.
  - (a) Grasses and legumes for hay and seed.
  - (b) Cultural test with sweet clover.
  - (c) Breeding and cultural work with soy beans.
  - (d) Cultural experiments with sugar grass.
  - (e) Orchard grass selection and improvement.
  - \* (f) Introduction and testing of miscellaneous forage crops.
- 3. Field and garden pea investigations.
  - (a) Classification studies.
  - (b) Cultural experiments.
  - (c) Breeding and improvement.
- 4. Corn breeding and improvement.
  - (a) Work at University Farm.
  - (b) Work at Aberdeen Substation. (In cooperation with Aberdeen Substation.)
  - (c) Work at Caldwell Substation. (In cooperation with Caldwell Substation.)

5. Silage Crop Investigations. (In cooperation with Agricultural Chemistry.)
  - (a) Cultural tests of corn for silage production.
  - (b) Cultural experiments with sunflowers.
  - (c) Improvement of sunflowers for silage production by selection and breeding.
  - (d) Artichokes as a silage and forage crop.
6. Rotation and fertility investigations.
  - (a) Plots located at University farm. (In cooperation with Agricultural Chemistry.)
  - (b) Plots located at Sandpoint Substation. In cooperation (with Sandpoint Substation and with Agricultural Chemistry.)
  - (c) Tests with commercial fertilizers.
7. Timber soil investigations.
  - (a) Plots located at Sandpoint Substation. (In cooperation with Sandpoint Substation and with Agricultural Chemistry.)
8. Irrigated soil investigations.
  - (a) Correction of alkali and "slick spots." (In cooperation with Caldwell Substation.)
9. Soil amendments.
  - (a) Use of sulphur, lime and gypsum on leguminous crops.  
\*(In cooperation with the U. S. Department of Agriculture.)
- \*10. Soil survey. (In cooperation with Bureau of Soils.)
  - (a) A detailed survey of a designated area each season as funds will permit.
11. Cooperative demonstration work.
  - (a) Cooperative tests of small grains with county agents thru an agreement with the Extension Division to assist in the standardization of small grain varieties.
  - (b) Assisting the Extension Division in determining the need of certain soils for fertilizers and soil amendments.  
\*(In cooperation with the U. S. Department of Agriculture.)

#### *Animal Husbandry.*

1. Study of the leading breeds of sheep with reference to factors that influence production and management.

#### *Dairy Husbandry.*

- \*1. In breeding and line breeding compared with outcrossing as regards its effect upon dairy cattle, their milk and butter fat production, conformation, fecundity and general characteristics.
2. The effects of feeds, oils and mineral salts upon milk secretion and milk constituents. (In cooperation with Agricultural Chemistry.)
3. Weight of dairy cattle as influenced by pregnancy, age and methods of handling.

4. A study of methods of marking cows for identification.
5. Official testing for advancing registry or register of merit in the State of Idaho.

\*(In cooperation with the U. S. Department of Agriculture.)

*Horticulture.*

1. Summer vs. winter pruning.
2. Variety testing of tree fruits, small fruits and vegetables.
3. Potato production experiments.
4. Experiments in seed production.
5. Experiments in the control of western yellow tomato blight by breeding and selection. (In cooperation with Plant Pathology.)
6. Experiments with garden beans.
7. Testing out spray materials for the control of the San Jose scale and the Codlin moth.
8. Study of the life history of the Codlin moth.
9. Cherry pollination studies.

*Plant Pathology.*

1. Experiments in the control of rhizoctonia of the potato.
2. A study of western yellow tomato blight. (In cooperation with Horticulture.)

**PROJECTS SUPPORTED BY MAINTENANCE FUNDS OR BY SPECIAL STATE  
APPROPRIATION**

*Agricultural Engineering.*

1. Investigation of the practicability of irrigating certain comparatively level portions of farms in the semi-arid regions.
2. A comparison of the efficiency of different systems of vaporizing the heavier fuel used in oil tractors.
3. Investigations of low cost methods of manufacture of concrete pipe for use in farm drainage and irrigation.
4. Design and installation of farm water supply systems.

*Animal Husbandry.*

1. The growing and use of silage crops other than corn in the feeding of beef cattle and sheep.
2. Steer feeding investigations at Caldwell.
3. Lamb feeding investigations at Caldwell.
4. Study of maintenance and management problems with beef breeding cows at Caldwell.
5. Hogging off field peas.
6. Comparing vegetable and animal protein for fattening hogs.

*Bacteriology.*

1. The use of tuberculin in the diagnosis of tuberculosis in poultry under field conditions.
2. Legume culture preparation.

**Entomology.**

1. A study of clover aphid and methods for its control.
2. Investigation of the nematode disease of red clover in southern Idaho.
3. A study of alfalfa weevil with the purpose of developing more effective methods for its control.

**\*Farm Management and Farm Economics.**

1. Investigation of farm organization, including cost of production studies in northern Idaho.
2. Investigation of farm organization, including cost of production studies, in irrigated sections of Southern Idaho.

\*(In cooperation with the U. S. Department of Agriculture.)

**Forestry.**

1. Experimental tree planting.
2. Relative durability of Idaho woods.
3. Agricultural possibilities of logged-off lands.
4. Grazing studies.

**Poultry Husbandry.**

1. To determine the value of certain grain rations for laying hens.
2. Breeding for egg production.
3. To determine the value of certain protein feeds for laying hens.

**\*Aberdeen Substation.**

1. Small grain investigations.
  - (a) Variety tests and breeding wheat, oats, barley and miscellaneous grains, such as flax.
  - (b) Oat disease nursery and hybridization.
2. Field and garden pea and bean investigations.
  - (a) Variety tests for the production of seed.
  - (b) Effect of pea variety on its value as a nurse crop of alfalfa.
3. Silage crop investigations (in cooperation with Agronomy).
  - (a) Variety tests of corn for the production of silage.
  - (b) Selection and breeding of corn to produce home-grown seed.
  - (c) Rate of seeding sunflowers as related to yield of silage.
4. Horticultural Investigations.
  - (a) Selection and improvement of sugar beets for high sugar content, and the production of seed of these selections. (In cooperation with Agricultural Chemistry.)
  - (b) To determine the possibility of this locality to the production of miscellaneous vegetable seed crops.
  - (c) To determine the adaptability of various ornamental trees to the area for the improvement of the homestead. (In cooperation with the School of Forestry.)
5. Potato Investigations.
  - (a) Varietal and tuber unit tests for yield.
  - (b) Increase of improved stock seed for distribution.



6. Soil Fertility Investigations. (In cooperation with Agronomy.)
  - (a) To determine the effect of sulphur on the yield of alfalfa.
7. Pure seed distribution.
  - (a) To increase and distribute pure seed of the various crops which have been improved. \*(In cooperation with the United States Department of Agriculture.)

#### *Caldwell Substation*

1. Dairy farm management. (In cooperation with Dairy Husbandry.)
  - (a) To encourage the introduction of dairying as a type of farming for this area of the State.
  - (b) To determine the best combination of crops to be grown for a dairy herd.
  - (c) To determine the proper number of animals to be maintained on an 80-acre unit of land and their proper management.
  - (d) To demonstrate the relationship of dairy farming to the improvement of the soil.
2. Feeding investigations. (In cooperation with Animal Husbandry.)
  - (a) Steer feeding investigations.
  - (b) Lamb feeding investigations.
  - (c) Study of maintenance and management problems with beef breeding cows.
3. Corn investigations. (In cooperation with Agronomy.)
  - (a) To determine the yielding capacity of introduced varieties as compared with those locally grown for the production of silage.
  - (b) Later a system of corn breeding will be established to produce an improved variety for this section of the State.
4. Farm management.
  - (a) To place the remainder of the farm in condition to produce crops for feed or sale.
  - (b) To determine the cost of certain crops from the standpoint of man and horse labor expended.
5. Soil investigations. (In cooperation with Agronomy and Agricultural Chemistry.)
  - (a) To determine the needs of the soils of this area.
  - (b) To find some method of eliminating the "slick spots".

#### *High Altitude Substation*

1. Small grain investigations. (In cooperation with Agronomy.)
  - (a) Variety tests with wheat, oats, barley, and miscellaneous grains under dry-land and irrigation.
  - (b) Rate, date, and depth of seeding winter wheat on dry land.
  - (c) Variety test of cereals for the production of hay.

2. Field and garden pea investigations. (In cooperation with Agronomy.)
  - (a) To determine the varieties best adapted to irrigated and dry lands.
3. Forage and miscellaneous crop investigations. (In cooperation with Agronomy.)
  - (a) To determine the best varieties of grasses and legumes for the production of forage and the most successful cultural practice.
  - (b) The introduction and testing of such crops as flax, buckwheat, sunflowers, corn, etc., for the production of grain or forage.
4. Horticultural investigations. (In cooperation with Horticulture and School of Forestry.)
  - (a) The introduction and testing of apples, pears, and plums to determine their winter hardiness and adaptability to high altitudes.
  - (b) To determine the possibilities of growing small fruits for home use.
  - (c) The planting of ornamental trees and shrubs for the improvement of the homestead.

#### *Sandpoint Substation*

1. Small grain investigations. (In cooperation with Agronomy.)
  - (a) Variety tests with wheat, oats and barley.
2. Field and garden pea investigations. (In cooperation with Agronomy.)
  - (a) Variety tests with standard varieties.
3. Irrigation experiments. (In cooperation with Agronomy and Agricultural Chemistry.)
  - (a) To determine the feasibility of irrigation as compared with non-irrigation.
  - (b) To determine the best methods of irrigating these soils
  - (c) To find the most profitable crops to be grown under irrigation.
4. Timber soil investigations. (In cooperation with Agronomy and Agricultural Chemistry.)
  - (a) To investigate the most efficient method of soil improvement by the growth of legumes.
  - (b) To determine the value of lime, gypsum, and sulphur as related to the growth of legumes.
  - (c) To investigate the value of commercial fertilizers when applied to crops in a rotation.
5. Land clearing.
  - (a) To determine the cost and most practical method of clearing land ready for cultivation.

6. Dairy farm management. (In cooperation with Dairy Husbandry.)
  - (a) To encourage the introduction of dairying as a means of increasing farm profits and of maintaining permanent soil fertility.
7. Sheep production. (In cooperation with Animal Husbandry.)
  - (a) To find out the value of sheep to the farming system of this region.

#### ADAMS FUND RESULTS

The Adams fund is a Federal appropriation of \$15,000.00 per year which must be used for carefully outlined and duly approved investigations of fundamental scientific nature. Substantial progress has been made during the two years on the projects heretofore listed. The two plant disease studies have been initiated during the biennium. Reports in the form of technical papers or manuscripts for bulletins have been completed or are in preparation, showing marked progress made with five of the twelve approved Adams fund projects. The leadership now provided and the equipment available promises well for all projects.

#### HATCH AND LOCAL STATION PROJECTS YIELD RESULTS OF VALUE

Results secured in carrying on these projects during the biennium are of economic importance to the State. The animal husbandry tests of the place of field peas in swine production can be immediately applied to the program of agricultural reconstruction now under way. With the apparent passing of ready and attractive cash prices for farm crops the farmers of the State will quickly return to livestock keeping. Hence, the importance of experimental work that will point the way for farmers and stockmen. Many requests are received for information regarding silage crops. Various departments of the Experiment Station cooperating have assembled much data in regard to selection of silage crops, growing, preserving and feeding of same and digestion of silage by animals. Fifteen different silage crops and silage crop mixtures have been tested. Corn for the lower altitudes and sunflowers for the higher elevations have so far been found most successful. The field plots in agronomy have been complimented by many visitors to the station. Definite recommendations are possible, as a result of field tests, concerning varieties, cultural methods and other features of profitable crop production. A variety of field corn, known as Rustler's White Dent, has been improved to meet the needs of those sections of the State desirous of a short-season relatively high-yielding corn. Three thousand pounds of this corn has been distributed to 150 farmers, and reports from these farm tests indicate the superiority of the station-bred strain over varieties used in most sections. Much attention has been given the station dairy

herd. The average of individual excellence of the herd has been decidedly elevated, and all the cows in milk have been placed on Advanced Registry test. The cooperative breeding experiment with the Dairy Division of the United States Department of Agriculture is under way. In conformity with the terms of the agreement, two well-bred bulls, one a Jersey and the other a Holstein-Friesian, have been sent by the Dairy Division to become a part of the Idaho herd. Substantial progress has been made with several projects in horticulture. Results of cherry pollination studies presented at the 1920 State Horticultural meeting created most favorable comment. Vegetable seed production tests have indicated a promising industry for some sections of Idaho. The experiments in poultry feeding have given information of much value to poultry raisers. These results are used by the extension poultryman in his campaign for greater efficiency in the industry in Idaho.

Service to agriculture is the purpose of the several Hatch and local station projects.

#### STATE SUPPORTED WORK

The State appropriation for experimental work for the biennium, with station incomes included, was \$97,700.00. This amount covered such support as the State gave to station work in general and the maintenance of the four substation farms. A fund of \$5,000.00 for the publication of bulletins and certain salary items are found in the general maintenance of the Agricultural College and are not included in the sum mentioned above. Noteworthy progress has been made in animal husbandry in establishing a permanent animal feeding plant on the substation farm at Caldwell. During the winter of 1919-20 ninety-six steers were fed at this plant, divided into eight lots of twelve steers each. The basic ration was that commonly used by stockmen, alfalfa hay. Other rations involved comparisons of cut alfalfa hay, alfalfa hay and silage, alfalfa hay and barley, alfalfa hay, barley and silage with the basic ration. Detailed results are reported in Circular No. 15 of Idaho Agricultural Experiment Station.

Farm management investigations are in cooperation with the office of farm management and farm economics of the United States Department of Agriculture. Studies have been undertaken of farm organization under irrigation conditions in southern Idaho and of farm organization in northern Idaho. Both projects include cost of production studies. Two hundred and forty records were taken in November and December, 1919, in the Twin Falls district, and this study will be continued each year for five years. The aim of the investigation is to obtain information of value to farmers of the irrigated regions and secure such data regarding well-organized irrigated farms as will undoubtedly serve as a guide in such community colonization as may be attempted in irrigated regions. Over 200 records were taken in Latah county, Idaho, and Whitman county, Washington, in June and July, 1920, initiating the North Idaho farm survey.

The North Idaho work has so far been in cooperation with the Washington Agricultural Experiment Station.

The associate entomologist, who has been stationed at Twin Falls, made marked progress in control measures in connection with the study of clover aphid. While carrying on the clover aphid study, the entomologist in charge found evidences of the destructive work by the clover crown rot, or "eel work disease". An agreement has been made with the Bureau of Plant Industry by the terms of which the Bureau and the Idaho Experiment Station have entered upon a co-operative investigation of the "eel work disease". During recent weeks, while working with his approved projects from the Twin Falls headquarters, the station entomologist discovered and identified two new orchard pests, the Indian peach aphid and the Imported Spider Mite.

Two soil surveys were conducted during the biennium in Kootenai county in the north and in Twin Falls county in the south. The Bureau of Soils furnished one-half the personnel and paid one-half of the field expenses for the two surveys.

The culture for the inoculation of legumes, manufactured by the Department of Bacteriology, met with wide demand. This culture was furnished during the biennium for a total of 22,516 acres of leguminous plants. It is supplied to farmers at approximate cost, \$0.25 per acre.

#### SUBSTATION FARMS

The 1919 session of the Legislature provided more adequately for the substation farms than has ever been done before. As a result these farms are now in a position to render effective service to agriculture. These substations are and should be experimental, not demonstration farms. Demonstration is the field of extension workers in cooperation with progressive farmers. Development of new information is a matter demanding care and time. The substations are owned or leased for a long term of years to carry on such carefully organized experiments as are planned to develop knowledge of economic service to agriculture.

There has been continued at Aberdeen the excellent work that has been in progress for several years. The land heretofore used for dry farming has been carefully leveled and prepared for irrigation, and was this year seeded to Trebi barley. This adds something like fifty acres to the area available for experiments in crop breeding and crop production under irrigation. "Idamine", a new oat developed at Aberdeen, has been found distinctly superior to varieties tested in comparison.

A drouth prevailed in 1919 in southeastern Idaho, causing light yield and results of little importance were secured on the newly established high altitude substation at Felt. The land was made ready for experimental work in 1919. The climatic conditions were more favorable in 1920, and this season's report from Felt is much more

satisfactory. "Defiance" led the list of seven spring wheats with a yield of 20.2 bushels per acre. Victory oats outyielded eleven other varieties, returning 40.2 bushels per acre. Sugar and stock beets made a good showing on the dry farm. An early frost, early even for this altitude of 6,000 feet, killed buckwheat, sudan grass, and corn. There is promise of maturing a hardy variety of flint corn. Cultural tests, experimental tree planting, date and rate of seeding tests and other experiments of a similar nature are designed to render service to the region in which the high altitude substation is located.

Such progress has been made during the last two years in the direction of clearing, leveling, and plowing the land not heretofore farmed on the Caldwell Substation, that the entire area below the ditch, consisting of 375 acres, is in cultivation. An experimental feeding plant has been added, as before indicated, and a flock of twenty-two Hampshire ewes has been purchased for the farm. Due to certain soil conditions, all attempts at variety testing of grain and forage crops have been abandoned. Variety testing of corn, to be followed with selection and ear to row work, is under way, using long rows to overcome the effect of soil inequalities. A careful program for soil improvement has been outlined by the soil physicist of the home station. The dairy herd of approximately twenty-five animals has been steadily improved during the biennium. For two successive months it stood first in butterfat yield among the herds of the Boise Valley Cow Testing Association. Twenty-two Hampshire ewes and an excellent ram were purchased for a station flock to be pastured on ditch banks.

Twenty acres of land has been cleared, a machine shed and a sheep shed erected, and the entire station program reorganized at the Sandpoint Substation. Soil improvement experiments, tests of varieties of grains and forage crops for the cut-over sections, experiments with a small irrigated tract as an adjunct to the ordinary farm plan in North Idaho, growing of silage crops and the strengthening of the small dairy herd and herd of swine have characterized the work of the biennium at Sandpoint. There is sufficient land now cleared to permit of rapid progress with the program outlined.

Some conferences have been held with representatives of the United States Department of Agriculture in regard to the policy of the experimental farm at Jerome, which is under the direction of the Horticultural and Pomological Division of the United States Department of Agriculture. The Idaho Station Director has had no authority to intervene further than to make suggestions, which have been made and have received most respectful consideration. The Horticultural and Pomological Division is ready to turn over to the Idaho Experiment Station the active direction of the Jerome station..

#### CHANGES IN STAFF

Numerous changes have taken place in the station staff. There have been fourteen resignations and seventeen new appointments.

**THE MAILING LIST**

Residents of Idaho.....	9,098
Residents of other states.....	2,975
Foreign .....	175
Total .....	12,248

**DEPARTMENT CHANGES**

The Department of Soils, as a separate division, was discontinued in July, 1920. The investigations of a chemical nature were transferred to the Department of Agricultural Chemistry. Soils work other than chemical was combined with farm crops to form a new department designated as Agronomy.

Other important changes during the biennium consisted in the introduction of cooperative farm management investigations, organization of a well directed research program in plant pathology, strengthening of investigation in entomology, construction of the feeding plant at Caldwell, and the initiation of a comprehensive feeding investigational program and redirection of the experimental programs on the substation farms in the interest of greater state service.

**COOPERATION**

The Idaho Station policy has been distinctly favorable to cooperation in research. Cooperation between departments in undertaking investigation has been encouraged by the director. Forty projects are now organized to require the participation of two or more departments in carrying on the work of each project. In addition there are eight pieces of work in cooperation with the United States Department of Agriculture.

Federal cooperative projects are as follows: With the United States Dairy Division, a study of line and in-breeding of dairy cattle as compared with out-crossing; with the office of Cereal Investigations, cooperative relations in handling the work of cereal investigations on the Aberdeen experimental farm; with the office of Horticultural and Pomological Investigations, a cooperative agreement providing general plans for operation of the experiment station farm at Jerome; with the Plant Disease Survey, cooperation thru the station plant pathologist in a survey of plant diseases within the State of Idaho; with the Bureau of Soils, cooperative soil survey of Kootenai county and Twin Falls county; with the Bureau of Plant Industry, a proposed study of the "eel worm disease" of clover; with the Office of Farm Management, a survey of farm organization; with the Office of Cereal Investigation, cooperation in the introduction and testing of forage plants.

**STATION NEEDS**

That the Agricultural Experiment Stations of the various states are losing their effectiveness because of the low salary scales and

lack of funds for needed equipment was the unanimous report of station directors and officials of the United States Department of Agriculture at the recent Land Grant College meeting at Springfield, Mass. During the past six years there has been a turning over of 80% in experiment station workers; or in other words, approximately 1,400 resignations from a total of 1,700 men and women employed by the various State Experiment Stations. Due to lack of funds, 250 positions have remained unfilled. Of the total resignations 370 were heads of departments who were responsible for important lines of work.





# EXTENSION DIVISION, UNIVERSITY OF IDAHO

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## REPORT OF DIRECTOR

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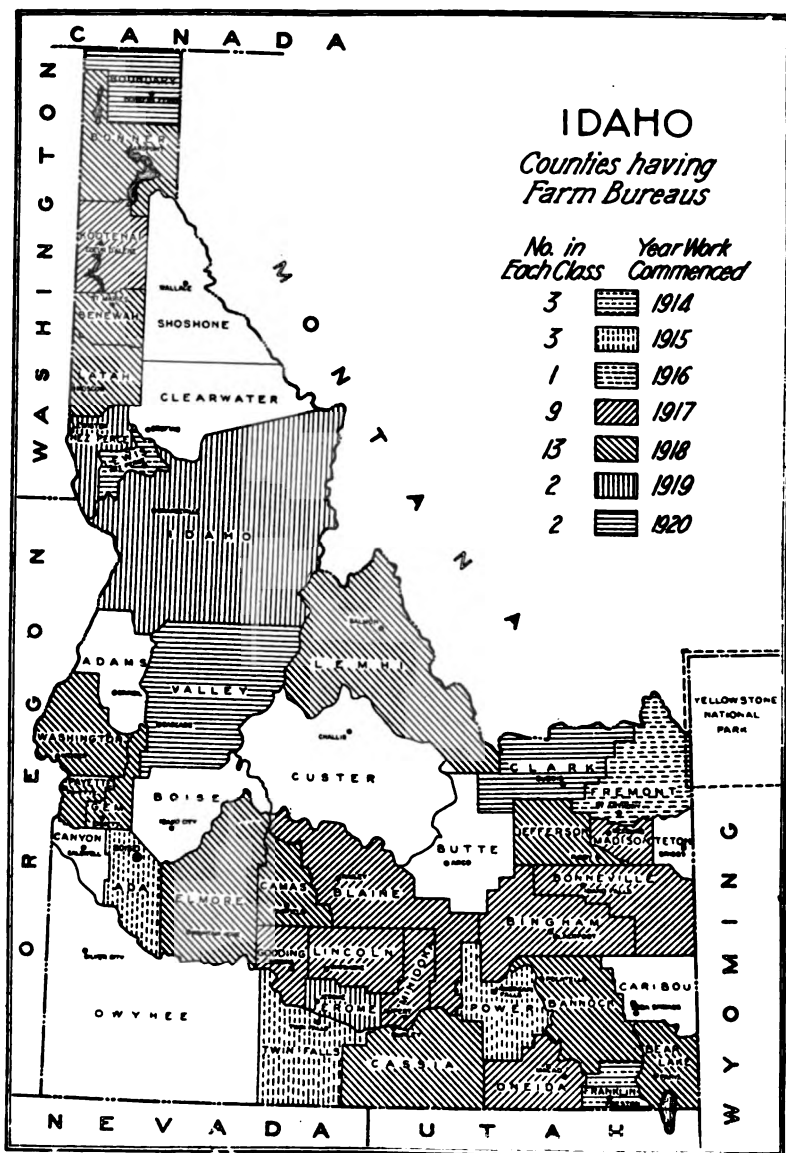
*To the Dean of the College of Agriculture:*

The University of Idaho Extension Division has concerned itself primarily during this biennium with the giving of instruction and demonstrations in agriculture and home economics to persons within the State and non-resident on the university campus. The work has been carried out by four classes of extension workers—the county agricultural agents, the home demonstration agents, the county club agents and extension specialists. The extension workers have been most ably and loyally assisted by hundreds of devoted men and women thruout the State. Farmers have given land for demonstrational purposes, and farm men and women have given liberally of their time in order to assist extension workers to carry out community programs. They have served whole-heartedly as community committeemen, county executive committeemen, or as local leaders for club projects. Such groups of cooperators are to be found in thirty-seven of Idaho's forty-four counties, where 385 men and women are serving as county executive committeemen. There are 445 communities within the State organized with 2,176 community committeemen acting as leaders in the various lines of work which have been undertaken. The cooperation of these people, unofficially connected with the University of Idaho Extension Division, with a loyal group of highly trained extension workers has made possible the results which are reported in the following pages.

### ORGANIZATION

Development of the family type of farm bureau organization as a medium thru which the university may assist in solving community problems was the most significant accomplishment in the organization during the biennium. Under this type of organization the problems of the community which affect the farm homes or financial returns form the basis upon which all work is undertaken for either the men, the women, the boys or the girls. The community project leaders each have charge of one phase of the program, and, in cooperation with the extension workers, conduct all demonstrations for either the adult or junior farm bureau members.

The first county in Idaho to form an association for the purpose of maintaining county extension work was organized in April, 1913. The farm bureau work from that time on gradually increased until at the outbreak of the war with Germany, Idaho had in April, 1917,



seven county agricultural agents. At the outbreak of hostilities with Germany, the Secretary of Agriculture recommended an appropriation for additional extension work for the purpose of increasing food production. In accordance with this suggestion, Congress passed the emergency act early in August of that same year. This appropriation gave federal funds, and designated the University of Idaho Extension Division as the official agency thru which the funds allotted to Idaho should be expended.

It was realized that the farmers' organizations provided the only way in which food production could be greatly increased. The county farm bureau organizations were, therefore, very rapidly formed in the unorganized counties. The federal funds which were put into the counties were subscribed on the same basis as the allotment of the State funds prior to the time the federal appropriations became available. The organization of the farm bureau, therefore, while being for the purpose of increasing food production during the war period, was organized with the view of making it a permanent peace-time institution thru which agricultural extension work could be carried.

On January 1st, 1918, there were sixteen county farm bureaus organized and in operation. During 1918 this number was increased to thirty and in 1919 to thirty-two. The fact that all of the counties within the State continued a permanent farm bureau organization is perhaps the most significant indication as to the feeling the Idaho farmers had towards this organization. Further, it illustrates the fine spirit of cooperation on the part of the farmers themselves for the purpose of working out the problems which are peculiar to agriculture.

The University of Idaho Extension Division designates the county farm bureau as the agency thru which all extension work is to be done in the county. In order to simplify the administrative details and to prevent misunderstandings, the county agricultural agent is considered the chairman of the county extension group. It is the plan to carry in counties where conditions warrant from two to three extension workers permanently.

The committee plan of administration is for the purpose of developing a rounded out extension program rather than to develop men's work, women's work, and junior work as distinct and separate projects. The extension specialists who work in cooperation with the county workers render them assistance in all lines, regardless of whether it is junior or adult activity.

The farm bureau enables the farmer to get special help on his problems by placing him in direct touch with the college and the United States Department of Agriculture or other institutions which have been created for his assistance. It means that the farmer thru his organization can get assistance of specialists in case unusual situations develop. Corporations have followed the practice of employing specialists for years with the result that they have greatly increased their net return to stockholders.

## FINANCES

Appropriations made by the State Legislature in 1919 were very liberal in comparison with the support which had been given to extension work in agriculture and home economics in previous years. The appropriation for cooperative extension work in agriculture and home economics from State sources amounted to \$240,000.00. In addition to this, a special appropriation of \$68,000.00 was made for rodent control work and one of \$20,000.00 for alfalfa weevil control. The extension division used, however, only that portion of the alfalfa weevil control appropriation which was expended in carrying out weevil control demonstrations among the farmers. This appropriation also defrayed certain expenses in investigational work which was undertaken by the University of Idaho Experiment Station.

The University Extension Division has also received money from the United States Department of Agriculture thru the Smith-Lever Act, which was approved May 8, 1914. A sum of \$46,943.28 has been received during the biennium from this source, and \$11,658.15 thru a supplementary federal appropriation which is distributed in the same manner as the original Smith-Lever fund. In addition the federal Department of Agriculture has, thru the States Relations Service, contributed \$44,000.00, and \$6,375.00 thru other bureaus. A war emergency fund for extension work in agriculture and home economics was also available during the first quarter of the present biennium, and the State of Idaho received from this source approximately \$22,000.00. In support of the county extension work, county commissioners have contributed thru direct appropriations approximately \$191,000.00, in addition to the amounts furnished by the State and Federal Governments.

A financial statement showing in detail the expenditures of these funds will be found on page 26.

## FINANCIAL BENEFIT TO STATE

Financial benefit to the State resulting from this work in the biennium is estimated to have amounted to no less than \$6,716,559. This is a very conservative estimate, based on reports of county extension workers and State specialists, as follows:

Ground squirrel control.....	\$3,461,339
Other rodent control.....	207,931
Insect pest control.....	750,267
Sparrow eradication .....	23,282
Livestock .....	124,332
Animal diseases .....	96,706
Wool pool .....	42,674
Dairy improvement .....	520,500
Silo construction .....	86,100
Dairy manufacture .....	8,000
Poultry .....	292,924
Potatoes .....	50,587
Irrigation .....	100,000

Marketing .....	31,311
Horticulture .....	81,376
Sugar beets .....	160,000
Land clearing .....	5,923
Clothing .....	33,289
Clubs .....	165,178
Grain improvement .....	306,745
Smut control .....	6,000
Seed production .....	94,317
Other crops .....	5,710
Soil improvement .....	13,950
Weed control .....	25,000
Miscellaneous .....	23,118
<b>Total .....</b>	<b>\$6,716,559</b>

These figures represent only those benefits from extension work that are measurable in dollars and cents. Indeed, they fail even to represent every financial benefit. The estimate of \$124,332 on livestock, for instance, represents only the financial benefits of specific demonstrations, as reported from certain counties, but ignores the service that was done the great range industry of the State during the drought situation of 1919, when feeding grounds were found for hundreds of thousands of sheep and cattle. Extension cooperation at that time enabled owners to find feed and to keep in the State at least 480,000 head of sheep and 49,500 head of cattle that would otherwise have been shipped outside the State. Experience shows that these animals would not have been brought back. The estimate of \$42,674 on wool pools, too, covers only the 1919 pools. The advantage of the much larger 1920 pools is as yet unmeasurable, except for those growers who have received their 25 cents per pound advance from the commission merchants.

The conservatism of estimates can be seen from studying in detail those sections of the report in which the larger estimates are presented. Estimates of nearly three and a half million dollars saving on ground squirrel eradication are based on information obtained from more than 4,000 signed reports. These reports were filled out and signed by the farmers who cooperated in rodent pest control and came from 29 counties of the State. The profits of hundreds of thousands of dollars from insect pest control, dairy improvement, poultry improvement, grain improvement, etc., are the natural result of intelligent cooperative enterprises conducted on a large scale, as will be seen from examining the bases of computation that are contained in the sections of this report covering those topics. Cumulative results are, of course, entirely omitted from the \$6,716,559 estimate of benefit. The large estimate on rodent extermination should include not only the amount saved from killing the squirrel this year, but the future saving, thru all the years, as each year's campaign tends to make the next easier.

Extension work is not, however, primarily a money-making enterprise. It is an enterprise for improvement of all aspects of agricul-

tural life—the encouragement of efficiency, the dissemination of information, the building of a strong citizenship and an improved civilization. The item of \$50,587 on potato improvement represents benefit specifically noted by certain county agents from definite demonstrations in potato culture, but no attempt is made to measure the benefit derived from the year-by-year campaign of education conducted by the extension potato specialist, with the goal of making Idaho the premier potato-growing section of the country. The net profit of \$165,178 made by the club boys and girls in their two years' work was, too, entirely beside the essential purpose of the club work—the betterment of the boys and girls themselves.

So far as a financial measure of the extension work is possible, however, the \$6,716,559 estimate is careful and conservative, and it represents a return of more than \$10 for each dollar invested in such work in the last two years.

#### COUNTY AGRICULTURAL AGENTS

County agricultural agent work in Idaho was begun on a permanent basis during the year 1914, when the county commissioners of Ada, Franklin, and Lewis counties made appropriations for the work. This number was gradually increased from year to year until in 1919 there were thirty-two counties, and in 1920 thirty-four counties cooperating with the University of Idaho Extension Division and the United States Department of Agriculture in maintaining county agricultural agent work. During the past biennium the average cost of maintaining county agricultural agent work has been, for 1919, \$3,638.00, for 1920 \$3,605.00. Of this amount \$2,090.00 was furnished from county funds in 1919, while in 1920 \$2,373.00 came from this source. The State and Federal Government furnished \$1,173.00 in 1919 and \$1,232.00 in 1920. The county farm bureau membership fee was not used during the biennium for the purpose of defraying expenses of county extension workers. The fee was held in reserve for the promoting of the county farm bureau organization.

The program of the county agricultural agents during the biennium has been one of readjustment work which had been based on problems confronting the farmers during the war period. In spite of difficulties a membership of 11,648 farmers was secured in the campaign of 1919 and 10,817 secured in 1920. This membership was solicited on the basis of individual interest in the program of work which had been adopted in the rural communities. In no instances did the county workers attempt to carry forward the campaign designed primarily to increase the farm bureau membership. The success with which the county agricultural agents carried out the community plan of work is clearly shown by the fact that 81% of their time was spent on definite project work during 1919, and 86% was spent on project work during 1920.

### HOME DEMONSTRATION AGENT WORK

Idaho's three years of home demonstration agent work began with the home demonstration agents receiving "ready-made projects", to stimulate increased food production as a part of the war emergency program. With the close of the war, however, the women were asked to participate in planning a self-determined program in the communities. Frequently, at first, the home demonstration agents found it difficult to get the women to express their needs in concrete terms. The words "home demonstration agent", now, however, have come to have a definite meaning, and the silent, skeptical attitude of the farm woman has changed to one of animation and expectancy for the things she can do. From four in 1919, the number of counties with definite appropriations for home demonstration agents has increased to eight, at the close of the biennium, and the people of two other counties are asking that appropriations be made. The last year's aim has been to develop leadership, toward which goal much progress has been made. There is not a county in which organized women's projects have been conducted in which there are not eight or ten splendid project leaders. Projects that have lent themselves with special readiness to the women's work have been clothing, poultry, nutrition, health, food production, "the home beautiful", and household management. In counties not employing home demonstration agents, the county agricultural agents have received many requests for the development of a woman's program of work in the farm bureau. Seventeen counties have been most insistent in their requests.

### BOYS' AND GIRLS' CLUB WORK

The most notable achievement of the boys' and girls' club section for this biennium has been the incorporation of its activities into the farm bureau plan of work. This result was accomplished by:

1. Making the specialist responsible for the subject matter in junior as well as adult activities.

2. Making the community project leader also the leader of the junior activities for that project as well as leader of the adult work.

Under this plan it was believed that the specialists' assistance and sympathy would be gained and that the entrusting of local leadership to one individual in the community would insure a permanency in the community never before attained in club work in the State. Results seem in every way to have justified expectations. The sympathy of the most skeptical specialist has been gained and all are ardent supporters of the club work. Most of the specialists feel that some of their best work is being done with the boys and girls. The county agricultural agents realize that juniors can be valuable demonstrators of good farm practice and that junior activities can be made a valuable asset in the furtherance of the whole farm bureau program. The designation, *boys' and girls' club work*, is giving place rapidly to the title, *farm bureau junior work*.



This change has been accompanied by a noteworthy increase in efficiency, as evidenced not only by an increase in the percentage of enrolled members that have completed their work and given a satisfactory report on it, but by an increase in gross production and in net profit per member. Club members, in the biennium, produced \$295,358.14 of wealth, at a cost to themselves of \$130,180.47, leaving them a net profit of \$165,177.67. This \$165,177.67 profit was sufficient to cover the entire budget of boys' and girls' club work for the biennium and to pay the State, counties and federal government a surplus of \$70,987.54 or the principal and 75% interest on their investment, aside from furthering the real purpose of the club enterprise, in molding an efficient and progressive agricultural citizenship for the coming generation. The following tabulation of accomplishments for the last three years tells its own story of the progress made toward efficiency, both in organization and achievement of results:

	1918	1919	1920
Clubs organized .....	1168	521	491
Enrollment .....	7496	4860	4864
Members reporting .....	3650	2889	3497
Value of products.....	\$92,438.48	\$95,992.31	\$199,365.63
Cost of production.....	34,359.31	38,087.70	92,092.77
Net profit .....	58,079.17	57,904.61	107,273.06

Net additions to the State's wealth, after deducting costs to the club members themselves and costs of conducting club work in the State were:

1918.....	\$22,208.80
1919.....	19,007.88
1920.....	51,979.66

	1918	1919	1920
Percent completing work.....	48.7	59.4	71.9
Production per member.....	\$ 25.32	\$ 33.23	\$ 57.01
Members' average profit.....	15.91	20.04	30.67

Of the forty-four counties in the State, thirteen cooperatively employed full time club leaders in 1919 and one employed a leader part time. There were also 395 unpaid local leaders actively engaged in club projects. In 1920 there were 16 full time leaders and one part time. The volunteer workers numbered 242.

Club members put on a fair of their own, as "a fair within a fair" at the Idaho State Fair in 1920, filling an extensive group of tents,

sheds and pens with their exhibits. This was one of the first distinctively junior fairs ever held in the United States. Success of the venture was so marked that the junior show is to be permanent, with the expectation that the 1920 achievement will be outdone. Entries in 1920 numbered 1915 as against 1350 junior entries scattered among adult exhibits in 1919. The 1920 junior fair had 179 head of livestock, much of it pure-bred. There were thirty-eight dairy cattle, twenty-four beef cattle, 35 sheep and 82 swine. There were 148 crop entries, thirty-two entries in bread, thirty-seven of handicraft, 603 of sewing and 896 of canning.

Success of the junior state fair was, to some extent, dependent on the farm bureau junior state encampment. This camp was provided with a large dormitory and a mess hall, erection of which was financed by a campaign directed by the State club section, with the cooperation of interested citizens.

In 1,061 demonstrations, club members or club teams reached 40,566 persons during the two years, and their leaders reached 17,729 persons in 1,293 demonstrations, the total attendance at the 2,354 demonstrations conducted in the biennium being 58,295. There were 314 demonstration teams trained, and 241 individual demonstrators. Club groups finishing as standard clubs in 1919 numbered 162, and in 1920 282.

#### SCHEDULING OF SPECIALISTS

Altho the number of extension workers has increased materially in the biennium, the scheduling of these workers in the field has been so systematized that there are fewer conflicts and disappointments than ever before. Two factors have contributed to the systematizing process—the working out of a state-wide program of work in each project, and the creation in the central office of a schedules clearing house. Growth of the program of work has minimized the number of hurry-up calls for help and has enabled specialists to outline itineraries with regard to geographical necessities.

In the year and a half since the scheduling office was established, 2,275 days' work have been scheduled. In the last half of 1919, about 540 days' work of twenty persons were scheduled in 33 counties, and in 1920 1,735 days' work of thirty specialists were scheduled in thirty-four counties. In addition, judges were provided for twelve county or sectional fairs in the fall of 1919, and twenty-nine persons were put on the fair circuit in the fall of 1920, serving twenty-one county or community fairs.

#### PUBLICATIONS

In the issuance of publications, the noteworthy achievement of the biennium has been the establishment of a typographical standard for extension bulletins and circulars and a general improvement of their method of presentation that has made them better representatives of

the university as an educational institution. This result was accomplished by the employment of an editor as a member of the extension staff.

Use of the newspapers for dissemination of extension division and farm bureau information has been a definite policy for the last year and a half. In the 18 months since this enterprise was undertaken, it is estimated that on an average every man, woman and child in southern Idaho has had forty-five columns of extension division information served him in his local newspaper. This has been in addition to an equal volume of items that the average paper has had from the local farm bureau, so that the impact on the average Idaho reader's mind has been ninety columns for the year and a half. That these figures are merely averages means, of course, that many readers have received the message much oftener than is indicated above, while others have received it much less frequently. Results obtained in northern Idaho are assumed to be comparable to those accruing in the south, altho admittedly less noteworthy. They are, also, less easily checked upon.

A check on the amount of extension information used by newspapers in seventy-eight days revealed that fifty-eight southern Idaho papers used 8,763 column-inches of extension division and farm bureau information, of which 5,066 came from the State extension office. Multiplication of space-per-item by circulation-per-paper produced an estimate of 485,465 circulation columns for the seventy-eight days, or 2,376,830 circulation columns for the year. With four readers to the paper, the column impacts numbered 9,057,325 for the year. Application of the statistical method to the full year and a half gives an estimate of 3,565,245 circulation-columns, for that portion of the biennium over which particular attention was given to this method of reaching the public.

In addition, the one farm weekly that is most widely circulated in the State provided 5,880,888 added columns of information by publishing 521 articles, totaling 2,481 column-inches, in the period January 1 to November 18, 1920. Of these items, 231 came from the extension office and 290 from county agents, staff writers and other sources.

#### **BEEF CATTLE AND SHEEP**

Idaho had, as the year 1920 began, 3,234,000 sheep, valued at \$33,633,600, and 537,000 beef cattle, valued at \$23,681,700. They were scattered over a State as large as the combined areas of Pennsylvania and Ohio. They were found on the ranges and on the farms. The problem of the extension division, therefore, in aiding the livestock industry, was one requiring a wide viewpoint and activity on a large scale. Opportunities for constructive service to the livestock interests of the State never were so good as now. While able to keep in touch with the range situation thru the livestock associations and the forest service, the field animal husbandman finds at his hand the newly-

developed farm bureau organization, thru which his efficiency is multiplied for service on the farm. This extension representative in 1919 and 1920 traveled 39,467 miles by rail, 13,626 miles by auto and 311 miles by saddle horse—a total of 53,404 miles.

An emergency caused by drought in the summer of 1919 placed the extension service in such a commanding position, by reason of its federal connections and its relations with the county farm bureaus, livestock associations and forest supervisors, that 1,600,000 head of breeding sheep, 2,000,000 head of lambs and 310,000 head of cattle were handled in accordance with information it passed on to the livestock owners thru the salaried secretaries of their associations. It was possible to prevent a heavy run of livestock to market and a sacrifice of breeding stock. Considering the seriousness of feed conditions and discouragement of stockmen, the organization was of such a benefit at this time as to have paid expenses of this work for an extended period. Three hundred thousand head of breeding sheep and 26,000 head of breeding cattle were moved to feed in other states, located thru the special drought offices. Feeding grounds within the State were located for 630,000 sheep and 85,000 head of cattle. Practically all of these feed grounds were located thru the county agents' offices. The period was passed thru with a 10% loss of sheep and a 11½% loss of cattle. The most conservative estimates gathered from all available sources were to the effect that it would be necessary to sacrifice 25% of the sheep and 18% of the cattle, so that the number of stock held and retained for breeding purposes thru the efforts of the local farm bureaus approximates at least 480,000 sheep and 49,500 head of cattle.

The range is badly over-grazed. Preliminary work toward the solution of this problem has been undertaken, the cooperation of three cattle outfits with a total of 2,200 head of stock and three sheep outfits with a total of 14,000 head of stock having been offered for demonstration work. Sheepmen owning approximately 25,000 breeding ewes cooperated in determination of the cost of running sheep in 1919, while cattlemen with 1,600 head of stock cooperated similarly in that year. Arrangements have been made for obtaining results of the feeding of 25,000 or 30,000 lambs during the winter of 1920-21. In four counties grazing associations have been formed as a part of the farm bureau work.

The extension division also has cooperated with the experiment station in conducting winter feeding demonstrations at the Caldwell substation.

Work on the farm livestock problem was undertaken with the assistance of the county farm bureaus, the number of counties participating in 1920 being seventeen. By outlining the work so that the most of it, locally, could be done by farm bureau committeemen and county agents, from twelve to fourteen times as many individual stockmen were reached, and from 200 to 300 times as many individual

farmers were worked with as would have been possible without the farm bureau organization.

Marketing from the farms is a problem that has been brought forcibly to the attention of extension specialists by farm bureau committeemen. Eight farm bureaus worked on this problem in 1920, marketing around 8,000 head of sheep and 1,500 head of cattle. In 1919, approximately 8,646 farm sheep and several hundred cattle were shipped cooperatively.

In 1919, 609,000 pounds of wool were marketed cooperatively at a gain of \$48,720 over what the farmers would have received, had they gone into the market individually. In 1920, more than 1,522,000 pounds were pooled, more than half of it thru the farm bureaus or in organizations connected with them. Sixteen counties had wool pools. The extension specialist participated in the formation of a tri-county association that pooled 149,000 pounds and in the formation of other pools, with 340,700 pounds, as well as rendering assistance to pools previously organized, that pooled 266,900 pounds. The most of the wool pooled in 1920 was consigned to reliable commission firms that do business on commission only.

#### SWINE

Because relative prices of grain and pork have been such that hogs have not been a valuable means of marketing the farmer's grain, hog production has suffered a 46 per cent reduction in Idaho in the last four years. But when hogs are raised as a by-product of the farm the returns are greater than from most other forms of livestock.

Up to the beginning of 1920, most of the extension work in the swine project had been devoted to securing data on cost of production on summer pasture with and without grain supplements, and on gleaning waste from pea and grain fields. Some data was secured on 1,588 hogs on 34 farms in eight counties. There were 4,343 weighings of these hogs made, representing 221,547 pounds of weighing, the work being done for the most part with a portable outfit transported in the specialist's auto from one farm to another. In 1920, records were kept on hogs on both summer pasture and on grain stubble. One demonstration produced 48.8 pounds of pork from each acre of grain stubble.

The number of pure-bred pigs exhibited by junior club members at the State Fair increased from ten in 1918 to eighty-one in 1920. In 1918, twelve grade pigs were shown; in 1920, only one. In 1919 there were seventy-five pig clubs, representing 393 farms in fifteen counties. In 1920 pig club work received a great impetus in the northern part of the State thru an offer by Armour & Company to lend bred sows to club members. Twenty-nine pure-bred sows and litters were handled in five northern counties. There were 223 pigs farrowed and 174 raised, and as a final result, fifteen pure-bred sows.

eighty-four pure-bred gilts and seventy-eight pure-bred boars, valued at approximately \$4,260, were kept in the State. Cost to club members was about \$1,860, leaving a profit of \$2,400.

Twelve southern Idaho counties in which club agents were employed reported forty-eight clubs organized with a membership of 353, of whom 70% sent in final reports. These members raised 512 pigs, 402 of which were pure-bred. These pigs were valued at \$21,069.36, and cost club members \$7,806.84 for feed and pasture, leaving a net profit of \$13,262.52.

At the Idaho State Fair and at the Northwest Livestock Show in 1920, Idaho farm bureau pig club members won twenty-nine ribbons in the Duroc and Poland China classes in open competition with adult breeders, taking cash prizes in every class shown in, except one. At the Western Royal they took 85% of club cash prizes; all prizes for individual pigs above sixth place were won by them. At Lewiston they took every club prize for individuals and all but one for groups, receiving 89% of club cash awards.

The first Duroc Jersey pig club roundup futurity ever held in the United States was held at Lewiston in 1920. Twin Falls county, Idaho, assured the enterprise of success and won 90% of the total prize money offered. This year 40% of the breeders nominating in the Poland China State futurity were club members.

#### POULTRY HUSBANDRY

Poultry husbandry has been introduced to the people of Idaho as an extension division and farm bureau project largely within this biennium. Culling demonstrations in that period are estimated to have saved farmers of the State no less than \$292,924 in unnecessary feed bills. Culling was used as an introduction to the work because it offered the appeal of immediate increased profit to the farmer. Farmers soon learned that more than 50% of the fowls in Idaho were being kept at a loss, but that a good laying hen was very profitable.

By the end of 1919 there was a constant demand for other lines of work, particularly in breeding and feeding, with a growing demand also for housing work. A 32-page bulletin on housing, containing detailed drawings and specifications for three varieties of house best suited to Idaho conditions was published.

Fowls handled by the poultry specialist in 206 culling demonstrations in 1919 numbered 21,446. The number of flocks really affected, however, could be only guessed at. Instances were known where flocks of an entire community were culled by their owners or by a farm bureau leader as the results of a single demonstration given by the specialist in that community. Individual statements revealed that such culling was virtually 100% efficient, indicating that the subject matter of culling actually could be put across at one meeting. In 1920, 242 culling demonstrations were given by the specialist and eighty-two by assistants, with an attendance of 5,842. Fowls culled

by the specialist, assistants, farm bureau agents, project leaders and by individuals as a part of the farm bureau work, and as the results of demonstrations given in 1920 numbered 179,822. Profitable producers among these birds numbered 100,380 and the number of culls was 79,442. The percentage of culls has been reduced from 55.5% in 1919 to 44.12% in 1920.

There were, within the year of 1920, eighty-nine poultry houses built as a result of cooperative work thru the farm bureau. As a result, too, of farm bureau work, 559 persons are using correct feed formulas, and 264 are following breeding methods suggested by the poultry specialist.

Startling prevalence of tuberculosis among farm flocks was revealed by experiment station and extension division investigations. As a result, two months were spent by the assistant bacteriologist from the university in doing eradication work, under the auspices of the extension division and in cooperation with the farm bureaus.

#### DAIRYING

Idaho's dairy industry, which has been in a stage of rapid development thruout the biennium, has offered the extension specialists and the farm bureaus almost unlimited opportunities for work. Dairying in Idaho is approximately a \$35,000,000 industry, this figure representing the total value of dairy cattle and their annual product.

Organization and perpetuation of eight cow testing associations has been the outstanding feature of the biennium's work. Two hundred members of these associations are conservatively estimated to have benefited to the extent of \$500 each from their membership in 1920—or a total of \$100,000 for the year. Altho Idaho stands thirty-ninth among the states in its number of dairy cattle, it stands only fourteenth in its number of cow testing associations. Official testing has been carried on as part of the testing association work. There are twelve counties in which formation of new associations is being considered. In thirteen other counties, in which there are no associations, individual records are being kept.

Nearly 600 head of good dairy cattle were purchased in the biennium on recommendation of dairy field agents, and 400 or more of these were pure-bred.

Junior dairy cattle clubs have been organized in fifteen counties with 263 cows and calves. The number of pure-breds has shown a marked increase. The work is expected to double in size and importance in 1921. Thirty-eight head of junior club stock, in competition in open classes at the State Fair, took \$362 of award money, representing two junior championships, five firsts, four seconds, three thirds, six fourths. Schools, banks, reliable breeders and numerous others are promoting club work. Credit for success is given to the Idaho farm bureau organization. Junior cattle club work is done only on the basis of sound business principles. Club members are encour-

aged to buy their calves with money obtained from the banks. In no instance has a club member been recorded as failing to handle his note.

Of thirty-three awards made in the United States by the American Jersey Cattle Club, in 1920, for counties having clubs with twenty pure-bred Jersey calves, Idaho counties took two.

Three bull associations have been organized and six bull clubs, and work has been started toward organization of associations in four other counties. Altho Idaho stands thirty-ninth among the states in the number of its dairy cattle, it stands tenth in number of bull associations. Two state and six local breed associations have been organized or reorganized.

Work has been done in cooperation with twenty-seven creameries and seventeen cheese factories toward improvement of the quality of output and in development of marketing possibilities. Assistance was given in the organization of one cheese factory and three creameries. Scoring contests also have been held.

Despite adverse financial conditions, the number of silos in Idaho was doubled in the biennium. The State now has more than 1,500 silos.

Organization of a State Dairy Council has been fostered.

Services of the extension division thru the farm bureau to the dairy industry of Idaho for the biennium are estimated to have had a value of \$629,000, as follows:

Average increase of \$50 each in the value of 3,900 cows, as the result of cow testing association records.....	\$195,000.00
Average increase of \$50 each in the value of 1,600 calves, as result of bull associations and better sires campaign	80,000.00
Average increase of \$50 each in values of 310 cows and calves in junior club work.....	15,500.00
Average saving of \$100 each by construction of 861 silos...	86,100.00
Average saving of \$75 each on cost of purchasing 600 head of cattle by dairy farmers.....	45,000.00
Average increased production of \$25 per year of 4,000 cows for two years, as a result of better care, feeding and management .....	200,000.00
Increased valuation of 2 cents a pound in 400,000 pounds of butter and cheese, on account of improved quality...	8,000.00

Total value of two years' extension work.....\$629,600.00

#### HORTICULTURE

The extension division has given its assistance in the horticultural department to the potato and orchard industries and to home improvement. The greater part of the horticulturist's time has been devoted to work among the potato growers. Twenty-three counties cooperated in the potato project in 1919. A large part of the work that year was in the northern part of the State on cut-over timber lands. Many of the growers were induced to grow only two standard varieties and were taught to grow these well. This procedure showed marked results in 1920. Growers have increased their yield per acre



and by bettering their product and by cooperation have established a reputation in outside markets for high quality seed potatoes.

In 1920 the potato project was adopted as a part of the program of work for the farm bureaus of twenty-two counties. More time was requested by these twenty-two counties than was available. The difficulty was adjusted by giving to five counties the greater part of the time, limiting the other counties to such short visits as were possible. The five counties thus favored were those in which commercial seed potato growing was being started and in which extension help was most imperative.

In 1920, 145 potato plots, comprising an area of 620 acres, were planted. Demonstration of improvement in yield and quality was the object sought, together, in many instances, with production of seed potatoes eligible for certification. About 130 acres of the total planting came up to the required standard. Sorting of this stock should provide the seed market with a considerable quantity of potatoes eligible for certification.

Orchard and garden work has been overshadowed by attention given to the potato industry, but advice was given on many topics. Orchard and garden work will require more time in the near future.

Home improvement was adopted as a minor project, but it now demands much time, and in 1920 was carried along with the other farm bureau work in nine counties. Illustrated lectures have been given, grounds examined and detailed plans for planting made.

#### FARM MANAGEMENT

The average Idaho farmer and his entire family, as revealed by the 1910 census, received \$48 yearly earnings for their labor, in excess of the 7% interest that their farm might reasonably be expected to pay on the money invested in it. In Idaho, the number of farms has increased 36.7% since 1910, but the increase was not due to the attractiveness of the average family earnings. It was due, rather, to the opening of new irrigation projects, cut-over timber lands, and dry lands made profitable only by war-time prices. Anticipation of increase in land values has been the inducement to increase in number of Idaho farms. It is predicted that return or partial return of prices to pre-war levels will cause abandonment of many Idaho farms now being operated on low-priced lands.

With the commonwealth facing this serious situation, farming must be made economically attractive. In furtherance of this end, the extension division found it possible, in cooperation with the office of farm management of the United States Department of Agriculture, to employ a farm management demonstrator early in 1920. It is the aim of this specialist to make farming sufficiently profitable to attract and hold the highest type of American citizens. The farm management problem is to analyze the farm businesses, either by accounts kept by the farmers themselves or by farm surveys, and to remedy defects that limit farm profits.

Encouragement of farm accounting was one of the methods by which management problems were attacked in 1920. There were distributed among Idaho farmers 343 farm account books. Forty-five books also were placed in other states. Seven thousand revised books have been ordered for 1921, in distribution of which the banks will cooperate. Special effort has been made to have each book put to intelligent use. To this end a series of ten accounting schools was conducted in six counties, at which 110 farmers were in attendance, fifty-six starting accounts. Five boys were organized into the first farm accounting club of the junior work in the State.

Surveys, thru university and federal cooperation, already had been made of farm businesses in two counties in 1919. For one county, results of these surveys were analyzed and the figures were transmitted by the extension specialist to the 200 farmers in a series of individual statements, and the analyses discussed with the farmers in a series of meetings. Additional surveys have been conducted, in cooperation with State and Federal agencies, 250 farm survey records having been taken in one county, and labor requirements of five leading crops investigated in another. Model farm exhibits were displayed at ten fairs, and education as to the cost of production was furthered by newspaper publicity. Data was supplied the State farm bureau sugar beet committee for assistance in deciding on a proposed 1921 sugar beet contract, and the extension demonstrator was appointed advisor to a sub-committee to make further investigations and recommendations.

#### AGRONOMY

Duties not only of the field agronomist and state seed commissioner, but of the secretary-treasurer of the Idaho Seedgrowers' Association and of the state grain inspector are carried by this department. The soils specialist also works under the supervision of this office. The staff consists of the field agronomist and assistant, the State seed analyst and assistant, and the soils specialist.

Project work is carried on thru the county farm bureaus, the following projects having been adopted in various sections of the State: grain standardization and certification; grain grading; small seed improvement; weed control; smut control; sulphur demonstrations. Grain inspection, seed inspection and the work connected with the State Seed Show are carried in addition to this list of projects.

One of the specific undertakings of the agronomy section has been to encourage the growing of standard varieties of grain, Dicklow wheat being particularly recommended for the irrigated farms of the southern part of the State. Only this phase of the work lends itself to accurate estimating of financial results, but from this alone an estimated profit of \$306,745.18 has accrued in the biennium as a result of increased yields as follows:

<i>Dicklow Wheat</i> , 1920 seeding, 37,270 acres.....	\$232,937.50
Estimate made from certified seed of 1919. Average increase 5 bushels per acre at \$1.25 per bushel. Actual result.	
<i>Dicklow Wheat</i> , 1919 seed, increase to growers.....	48,670.18
Based on actual price received by 62 demonstrators.	
<i>Dicklow Wheat</i> , 1920 certified seed, 1887 acres.....	4,717.50
<i>Early Baart Wheat</i> .....	12,470.00
<i>Jenkins Club Wheat</i> .....	6,200.00
<i>Trebi Barley</i> , 460 acres.....	1,150.00
<i>Oats</i> , 240 acres.....	600.00
Total estimate of grain work.....	\$306,745.18

In 1919 there were sixty-two demonstrators thruout the State who represented a total of 1,040 acres of wheat which was certified for seeding purposes by this department. Complete figures were kept and the production of this seed showed an actual gain of \$794.69 per demonstrator over the market price at the time of sale. By selling this high quality grain for seed, growers were able to realize an average of \$1.50 a hundred above the market price. This also enabled growers in other sections of the State to obtain absolutely pure seed of Idaho's highest yielding varieties. The Dicklow variety has shown an increase of from five to ten bushels per acre over all other varieties being grown in the irrigated sections of Idaho.

In 1920 the certification work was enlarged upon to a considerable degree and grain was certified in the following quantities:

Dicklow wheat, 47,572 bushels; Jenkins Club wheat, 8,000 bushels; Trebi barley, 2,350 bushels; Turkey Red wheat, 400 bushels; Marquis wheat, 2,200 bushels; Swedish Select oats, 400 bushels; Power Club, 2,300 bushels. In the certification work, 274 growers were visited, 132 receiving final inspection and certification. Fifty-four north Idaho farmers are comparing grain varieties in demonstration plots to discover the variety most desirable for that section.

In the biennium thirty-seven grain grading demonstrations were held, in addition to ten provided by a cooperative agreement with the federal inspector's office at Spokane.

Thirteen clover and alfalfa seed excursions were held in seven counties in southern Idaho, 274 people attending. The purpose was to acquaint growers with the noxious weeds so detrimental to the seed industry and to outline the fundamental factors in the marketing of their crop.

In 1919 considerable work was done on control of perennial weeds growing in the irrigated sections. Seven demonstrations were conducted. Weed districts were established in 1920 in five counties. Idaho is the first state to try "flooding" in the eradication of the perennial weeds. A bulletin has been published to cover this work.

Three demonstrations were conducted in three counties to show farmers control measures for the loose smut so common in the irrigated sections. The hot water treatment was used.

During 1919, a total of seventy-two grain samples were submitted and inspected for commercial grade. In 1920, to date, 147 samples have been inspected and official report made. From January 1, 1919, to date the State Seed Laboratory at Boise and the Branch Laboratory at Moscow made the following seed analyses:

Total number of tests.....	1,882
Total inspection of samples.....	410
Total germinations .....	76

Field inspection work carried the inspectors into thirty different counties. Some 225 dealers' establishments in fifty-eight towns and cities were visited.

The work of the pure seed commissioner is carried by an appropriation made to the University of Idaho Experiment Station. Since this fund is only administered thru the extension division detailed results of this branch of work will be set forth in a separate report.

### SOILS

The soils project was inaugurated in 1919 with the specialist spending half time in extension and half time with the Experiment Station work. The reclamation of adobe and alkali soils, rotations and the maintenance of soil fertility, and demonstrations in the use of nitrate of soda, or lime and of sulphur were most important problems undertaken in the soils work. The treatment and management of adobe soils, commonly called "slick spots", is one of the most acute soil problems with which the south Idaho farmers have to deal. Chemical analyses of the adobe soils show that there is as much fertility present in this type of soil as in the soil which surrounds the "slick spots". The unproductiveness of the "slick spots" seems to be caused by a physical condition rather than by any lack of soil fertility. The demonstrations which were carried on were planned for the purpose of remedying the physical condition of the adobe spots.

The application of sulphur as a fertilizer to alfalfa fields has been practiced in Idaho but very little. In the spring of 1919 a number of farmers agreed to carry on demonstrations along this line. The average results from a number of such demonstrations show that where ninety pounds of sulphur was used per acre the yield was 1,164 pounds of dry material for the first cutting. Where eighty pounds of sulphur was used 1,040 pounds of dry material was harvested. On the check plot which was not treated with sulphur the yield of dry material was only 978 pounds. Demonstrational work in the use of sulphur on alfalfa will be continued during 1921. Reclamation of alkali lands and the use of barnyard manure have been given considerable attention. The use of nitrate of soda on prune orchards has also proven valuable.

### RODENT CONTROL

Rodent pests would cause an annual \$5,000,000.00 loss in Idaho if they were allowed to destroy crops and range unmolested. Loss by

ground squirrels, alone, would amount to \$4,075,000.00. This estimate is based on signed reports of 4,037 Idaho farmers which were received in the last three years, and representing conditions on 638,971 acres in twenty-nine counties. On this area, a saving of crops valued at \$1,677,932.00 was effected by the poisoning of ground squirrels, and losses of \$409,810.00 were sustained because of insufficient or no poisoning. Possible loss, therefore, on 638,971 acres, had no poisoning been done, was \$2,087,742.00 or \$3.26 an acre. There are approximately 1,250,000 acres of cultivated land in Idaho, infested with ground squirrels, and this area at a loss of \$3.26 per acre would suffer to the extent of \$4,075,000.00. Annual loss caused by jack rabbits is estimated conservatively at \$700,000.00. Another \$500,000.00 a year is charged to pocket gophers.

The Legislature of 1919 passed a new rodent control law which authorized the county commissioners in Idaho to compel the extermination of ground squirrels, gophers and other rodents. This law also empowers the University Extension Division to handle poison and other supplies for the farmers of the State at cost. The bill also repealed a law giving a bounty of two cents each on ground squirrels and gophers. The unexpended balance collected under the bounty law during the previous biennium, which amounted to approximately \$68,000.00, was appropriated to the extension division for co-operative work with the Bureau of Biological Survey and the county farm bureaus.

Crops worth \$3,361,339.00 were saved from destruction by ground squirrels during the biennium thru the rodent control work of the extension division, in cooperation with the United States Bureau of Biological Survey, county farm bureaus and county commissioners. There were 872,905 pounds of poisoned bait distributed—505,255 pounds over an area of 982,821 acres in 1919, and 367,550 pounds over 1,047,485 acres in 1920, a total of 2,030,306 acres in the two years. Cooperation of 9,174 farmers in thirty-two counties in 1919 and 6,653 farmers in thirty-eight counties in 1920 made this work possible. Bait distributed cost \$93,465.16 for the first year and \$82,514.71 for the second—a total of \$175,979.87. Results achieved by farmers who sent in signed reports were interpreted in terms of savings per ounce of poison used, and these averages applied to computation of results from poison distributed but not reported upon. Savings in 1919 totaled \$2,344,983.00, and in 1920 \$1,116,356.00.

The University Extension Division, thru cooperation with the United States Biological Survey, purchased and distributed to the farmers in Idaho a total of 61,757 ounces of strychnine and 7,566 ounces of saccharine. This material was purchased direct from the manufacturer at cost, including express charges, of \$1.72 to \$1.82 per ounce for strychnine alkaloid and \$0.38 per ounce for saccharine. The retail price in the State averaged about \$2.30 per ounce for strychnine alkaloid and about \$1.00 per ounce for saccharine. The saving in

these items alone to the farmers of the State amounted to about \$39,697.00.

In addition to the cooperative poisoning done on private land by land owners, a large area of public land (State and Federal) was treated by the extension division and the biological survey under direct supervision of the central office. Public land treated in this way in the biennium had an area of 485,796 acres and private land 1,544,510 acres.

A campaign of jack rabbit control was carried on in the winter of 1919-20 in eleven counties, 4,907 ounces of strychnine being used, and many drives conducted. Illustrative results were: an average of 400 rabbits killed per ounce of strychnine used in Lincoln county; 40,000 rabbits poisoned in Minidoka county; 1,000 rabbits killed per ounce of strychnine in two instances in Gooding county; 15,728 killed in seven Bingham county drives; 17,800 killed in drives in Jerome county, 20,000 in Lincoln and 19,000 in Minidoka.

Demonstrations on control of pocket gophers were given in six counties and 1,400 ounces of strychnine were used in the campaign conducted.

#### ENTOMOLOGY

Idaho's present annual loss of crops from insect pests is estimated with the most extreme conservatism at \$8,500,000.00. This estimate is only half that which would be applied were the State in an older-developed agricultural section, where insects have had opportunity to become better established. Potentially among the most destructive insect pests of this State is the alfalfa weevil, which already has been found in twenty-one counties. Estimating the value of alfalfa products at \$25,000,000.00 annually, and the average yearly injury, when all counties become heavily infested, at from 10% to 50%, the annual loss occasioned in this State by alfalfa weevil will range from \$2,500,000.00 to \$12,500,000.00 in crops alone, besides threatening the soils-building part of crop rotations. This statement is a conservative estimate of the possible economic effect of alfalfa weevil on the farming of the State, with agricultural acreages as they are today. But great areas of land now unproductive will in years to come be brought under cultivation and hundreds of thousands of acres of land will be added to the alfalfa producing area of the State and the annual loss from weevil will be correspondingly greater. Already, in its effect on commerce, the alfalfa weevil has forced itself upon the attention, not only of the hay grower, but of the potato grower, fruit grower, nurseryman, stockman and other agriculturists and business men.

Decision of the last Legislature to meet this situation by an active fight on the alfalfa weevil has made possible the establishment of an entomological section of the extension division work. Under authorization of a legislative appropriation, an entomologist has been employed to devote special attention to alfalfa weevil control. By

supplementing this appropriation with other extension funds, it has been possible to provide the entomologist with a full-time assistant, as well as special help in summer months, by means of which it has been possible to cover the entire field of extension entomology, assisting six counties in saving hundreds of thousands of dollars from grasshoppers, and making a general survey of the chief insect pests of the State.

Owing to necessity for care in choosing an entomologist, the position was not filled until 1920. After a preliminary trip to the counties known to have been most severely infested with weevil in 1919, a series of demonstrations of spraying methods for weevil control was arranged, and in the month from June 6 to July 6, 1920, a distance of 1,100 miles was traveled and ten spray demonstrations were conducted in five counties. It already is evident that no fewer than seven spray machines will be owned and operated cooperatively by as many communities next season. The savings resulting to crops in these communities will amount to more than the expenses of demonstrations for the year. In addition, each community will become a demonstration center, thus multiplying the effect of work already done.

With the assistance of the university experiment station, scouting expeditions were conducted, in which 400 fields were examined. The pest was found present in twenty-one counties.

In 400 fields also investigation of the presence of weevil parasites was conducted. One species was found in eleven counties in the southeastern part of the State, and specimens were taken by the entomologists and liberated in the south and west. This parasite destroys the weevil in the larval stage. This destruction comes too late, however, to be of full benefit. Attention is being given to the possibility of introducing a parasite from Europe that will destroy the weevil eggs, and it is considered desirable, if it can be brought to pass, that several of the states should cooperate with federal agencies in this enterprise.

In cooperation with the experiment station tests were made of the efficacy of weevil control by use of arsenic dust.

The astounding total of \$743,000.00 worth of crops was saved from grasshoppers in the biennium thru the activities of county and State extension workers. Of this total, a saving of \$327,000.00 was made in Lewis county in 1919, under the leadership of the county agricultural agent. In 1920, crops worth \$416,000.00 were saved by the distribution of 212,100 pounds of poisoned bait over 18,755 acres in Idaho, Camas, Valley, Lemhi, Adams and Washington counties.

Surveys already have been made and eggbeds located in ten counties in which grasshopper outbreaks are expected in 1921. By cultivation of eggbeds and prompt distribution of poison immediately after the hatching of the undestroyed eggs, it is expected that the pest can be controlled with the least possible outlay of time and money.

A survey has been made of other important insect pests of the State, and reports have been made on their economic importance. Plans also have been formulated for introducing bee-keeping as a farm bureau junior project, as a possible introduction to more extended attention to bee-keeping by the extension division later on.

### CLOTHING

Clothing work, which was undertaken in 1918, is an enterprise virtually new with the beginning of the biennium. It has resulted in a saving of \$33,289.23 to rural women, as estimated by the women themselves. The second year's results were seven times as great as those of the first. In the two years, 1,771 hats were made at a saving of \$13,974.84; 1,062 dress forms, at a saving of \$13,229.18; 579 garments were made or remodeled, at a saving of \$4,904.58; and 1,354 garments were cleaned, at a saving of \$1,513.98. Savings for 1919 were \$4,222.85 and for 1920 \$29,066.38. In estimating savings, the commercial value of the completed article was taken and costs of new materials were deducted. The clothing work not only represented savings, but in many instances made it possible for women to possess garments that they never would have had otherwise. Workmanship, too, on hats and other articles fashioned under tutelage of the extension workers, was so excellent that there was no hint of the "home-made" about them, and women were proud of them. In 1920, clothing work was conducted in twenty-five counties. Seven of these were counties employing home demonstration agents; in other counties the organizers were the club agents or the agricultural agents.

### NUTRITION

The nutrition project consists of two phases—child nutrition and the hot school lunch. Organization of the child nutrition phase was a new piece of work in 1920, as an outgrowth, however, of health work done in 1919. In the numerous examinations of school children, the percentage of undernourished boys and girls was found to be large. Diet lists for children of various ages were prepared in the State office, and these, together with timely bulletins, were sent to mothers upon the examining physician's recommendation. For six weeks in the summer of 1920 the services of a social service dietitian from New York were obtained, to introduce her methods of working directly with children and mothers in home health classes. Each demonstration agent selected three communities for the work. Local medical societies appointed physicians to make physical examinations, and the undernourished children, with their mothers, were organized into classes. The specialist met each of these groups three times, and, thru remarkable adeptness, gained the permanent interest of the children in the problem of what they should eat. The children all have gained weight and many have learned to like vegetables and other foods which, heretofore, they had refused. In each of the



six counties, the three classes have continued and have grown. There is an increasing demand for the work, but a lack of leadership. A specialist in this work is needed.

Because of the large number of consolidated and rural schools in the State, the hot lunch always has received some attention in the women's program. Four counties with home demonstration agents have carried this as a definite project, and a statewide worker has conducted it in three other counties. It is expected that at least twelve counties will carry the work during the winter months.

#### HOME HEALTH

In home health work, conducted in 1919 in several counties thru the home demonstration agents and also in cooperation in three counties with the county nurses, 7,224 persons were reached. Six training classes for local leaders were held, with an attendance of 52; there were 109 lectures or talks with an attendance of 4,032; 48 demonstrations were attended by 1,570 persons; and 147 home visits were made, in which 157 persons were reached. Work taken up in these counties was home care for the sick, installing of hot school lunches, the increasing of physical efficiency of the children and preparation of diet lists for malnourished children. There was a great demand for physical examinations of children and six clinics were conducted in which 361 children were examined. In 1920, demands for examinations of school children increased, and several hundred children were examined. Lectures and talks also were given on the physical needs of school children. As this work seemed, however, to follow the same lines of procedure as the work the public health nurses were doing, it was discontinued July 1, 1920.

In connection with the health project, a cleanup campaign was conducted in April and May of 1920 in eight counties, four of them having home demonstration agents. A woman worker from the central office addressed ninety-five meetings in these two months, speaking to 10,757 persons.

#### FOOD PRODUCTION AND CONSERVATION

Canning and gardening received some attention from the home demonstration workers and were stressed by the club department. For the biennium, garden products valued at \$30,083.48 and canned products worth \$80,219.33 are reported by these two branches of the extension organization.

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# LEWISTON STATE NORMAL SCHOOL

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## REPORT OF PRESIDENT

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### INTRODUCTION

#### *To the Board of Education:*

The Lewiston State Normal School was founded in 1893, its purpose and aim being "The Training and Educating of Teachers in the Art of Instruction and Governing in the Public Schools of the State and of Teaching the Various Branches that Pertain to a Good Common School Education". Specifically, the Lewiston State Normal aims to prepare teachers for the rural and graded schools of the State. In addition, the school desires to surround students with those influences and opportunities which assist in developing, broadening and enriching the lives of all who come in contact with it.

The courses offered are carefully selected and are developed to meet some direct demand for the training of the various types of teachers required in the service of the State.

All departments of the school are in the hands of skilled instructors, who are working faithfully for the development of the highest and most efficient type of teachers.

### COURSES

The following courses are being offered in the Lewiston State Normal School to meet the present demands in Idaho:

Rural, Primary, Intermediate, Junior High School, Town and Village Principal's, Home Economics, Manual Training, Fine and Applied Arts, Public School Music, Physical Education.

In common with the normal schools of the country, the attendance has not reached the pre-war records. This is undoubtedly due largely to economic conditions. A campaign for the enlistment of students in the profession of teaching has been waged during the past year, and while the attendance is constantly increasing, the school has not been able to prepare a sufficient number of teachers to meet the needs of the State.

### ENTRANCE REQUIREMENTS

The requirements of the State Board of Education place entrance to the Normal School upon the basis of high school graduation. Many of the students have already had teaching experience. They are all self-reliant, serious-minded and work with a definite purpose and aim. The Normal School is endeavoring to impress upon these students the great need and the many opportunities which are open in the teaching field to the well-trained, competent teacher.

**ENROLLMENT****Session 1918-1919***Classified by Years of Course*

Seniors .....	54
Juniors in General Course.....	29
Juniors in Certificate Course.....	56
Specials—	
In Piano Courses .....	25
In Special Courses.....	6
Actual Number enrolled in Regular Session.....	170
Actual Number enrolled in Summer Session.....	310
<b>Total for entire year.....</b>	<b>480</b>

*Classified by Course Pursued*

General Course .....	33
Primary Course .....	21
Home Economics Course.....	3
Advanced Standing Course.....	11
Physical Education Course.....	1
Rural Two-Year Course.....	14
Piano Specials .....	25
Special Courses .....	6
Junior Certificate Courses.....	56
Actual Number enrolled in Regular Session.....	170
Actual Number enrolled in Summer Session.....	310
<b>Total for entire year.....</b>	<b>480</b>

The enrollment of the Training Schools is not included in the above totals. The enrollment of the graded training school in 1918-1919, not including the summer training school, which registered 56, was 102, boys 51, girls 51. The six rural training centers enrolled approximately 177 children during 1918-1919.

**Session 1919-1920***Classified by Years of Course*

Seniors .....	54
Juniors in General Course.....	48
Juniors in Certificate Course.....	112
Specials—	
In Special Courses.....	19
In Piano Courses.....	50
Actual Number enrolled in Regular Session.....	283
Actual Number enrolled in Summer Session.....	353
<b>Total for entire year.....</b>	<b>636</b>

*Classified by Course Pursued*

General Course .....	40
Primary Course .....	37
Home Economics Course.....	10
Advance Standing Course.....	8

Rural Two-Year Course.....	5
Town and Village Principal's Course.....	2
Piano Specials .....	50
Special Courses .....	19
Junior Certificate Courses.....	112
Actual Number enrolled in Regular Session.....	283
Actual Number enrolled in Summer Session.....	353
Total for entire year.....	636

The enrollment of the Training Schools is not included in the above totals. The enrollment of the graded schools in 1919-1920, not including the summer training school, which registered 40, was 102, boys 46, girls 56. The five rural training centers enrolled approximately 127 during 1919-1920.

#### Session 1920-1921

(To December 1, 1920)

#### *Classified by Years of Course*

Seniors .....	69
Juniors in General Course.....	45
Juniors in Certificate Course.....	69
Specials—	
In Special Courses.....	12
In Correspondence and Extension Courses.....	36
In Piano Courses.....	23
	254

#### *Classified by Course Pursued*

General Course .....	52
Primary Course .....	41
Home Economics Course.....	10
Advanced Standing Course.....	8
Physical Education Course.....	1
Rural Two-Year Course.....	2
Piano Specials .....	23
In Special Courses.....	12
Extension Courses .....	36
Junior Certificate Courses.....	69
	254

The enrollment of the Training Schools is not included in the above totals. The enrollment in the graded training school in 1920-1921, to December 1, 1920, was 77, boys 37, girls 40. The five rural training centers enrolled approximately 147 children.

#### CERTIFICATION

The Lewiston State Normal School issues the following certificates and diplomas:

*Third Grade Certificate* upon the satisfactory completion of required courses for one quarter and the passing of the examinations required for the Third Grade County Certificate.

*Second Grade Certificate* to the holder of a Third Grade Normal School Certificate who has taught successfully for at least eighteen weeks, upon the satisfactory completion of one additional quarter's work. This certificate is renewable once upon the satisfactory completion of nine weeks' additional work, providing the applicant has taught successfully. A Second Grade Certificate is issued upon the completion of three quarters, one quarter of which is spent in one of the rural training centers.

Candidates for the First Grade Certificate who do not satisfy the teaching requirement may be granted the Second Grade Certificate.

*First Grade Certificate* upon the satisfactory completion of one year or four quarters, including such practice teaching as is required.

*Life Diploma* upon the satisfactory completion of the two-year Normal School Course. Specialist's Diplomas for the Primary, Junior High School, Town and Village Principal's and Home Economics Courses are also granted.

The following table gives the numbers of diplomas and the number and class of certificates granted since 1917. The report for the two previous years may be found on page 138 of the Biennial Report for 1917-1918.

	Diplomas	Certificates		3rd	Total	County and State thru N. S.	
		1st	2nd			Attendance	Total
1918 .....	63	185	43	26	317	81	398
1919 .....	53	112	94	76	335	66	401
1920 .....	64	152	109	69	394	40	434

The following indicates the certification by county for the year 1920 for the State of Idaho:

Ada county, 6; Adams, 5; Bannock, 1; Benewah, 9; Bingham, 1; Blaine, 2; Bonner, 20; Boundary, 6; Canyon, 11; Cassia, 1; Clearwater, 24; Fremont, 1; Gem, 4; Gooding, 1; Idaho, 24; Jefferson, 1; Kootenai, 28; Latah, 51; Lemhi, 3; Lewis, 29; Lincoln, 2; Minidoka, 2; Nez Perce, 79; Payette, 6; Power, 1; Shoshone, 11; Twin Falls, 1; Valley, 2; Washington, 13. Total, 345.

For other states: Washington, 35; Colorado, 1; Oregon, 9; California, 1; Wisconsin, 1; Montana, 1; Alaska, 1. Total, 49.

#### APPOINTMENT COMMITTEE

For the past fourteen years the Lewiston State Normal School has maintained a special Committee on Appointments. The purpose of this committee is, first, to foster a spirit of interest and cooperation between the school and public school officials; second, to assist every one who has had training in this school to secure the kind of position for which he is best fitted by education, training and personality, in order that he may serve the State with credit to himself and to the educational interests involved.

The following brief statement of the work of the committee indicates something of what has been accomplished during the year 1920:

Approximate total number of vacancies and requests for nomination of teachers .....	800
Approximate total number of letters of nomination and recommendation .....	650
Approximate total number of reports of efficiency received.....	719

Additional vacancies would have been reported had it not been for the fact that the Appointment Committee notified various county and city superintendents that it had no candidates available for certain types of work.

### LIBRARY

The library, with office and workroom adjoining, is located on the second floor of the Administration Building, thus being conveniently accessible to the students, who use it as a reference and study room. It is a pleasant room, large and well lighted, and equipped with suitable white oak furniture of standard library make. On its shelves are approximately 4,500 volumes, with 100 or more in the workroom being prepared for use. Its magazine section contains about 100 weekly and monthly magazines.

The bulletin entitled "Lists of Books for Elementary Schools", compiled by the former librarian, and constituting Volume 3, Number 3 of the Idaho Bulletin of Education, was issued in May, 1917. A supplement to this list was prepared last year and is now ready for publication.

### CITY TRAINING SCHOOL

The city training school, which is located on the Normal School campus, is a graded school consisting of all the grades from the first through the ninth, and is organized on the six-six plan, that is, of primary and elementary grades (1-6) and junior high school grades (7-9).

The function of the city training school is to typify the proper procedure and equipment of a good elementary school, and to serve as a laboratory for the demonstration of principles and methods of teaching. The training school also offers to teachers-in-training, of advanced standing, the opportunity for actual teaching under expert supervision and under conditions that approximate the conditions which they will meet in their later work as teachers. That the time spent in observation by the teacher-in-training may be of the greatest value to them, it is necessary that the teaching done in the training school be of the highest possible order. To this end only, the most competent supervisors and instructors of experience are employed and only students of advanced standing are allowed to teach, and then only under the direction, observation and criticism of the supervisors.

### TRAINING SCHOOLS FOR RURAL TEACHERS

Data taken from special reports obtained from County Superintendents in September, 1920, indicates that of the common schools of Idaho, approximately 60% are one-room rural schools, approximately 15% are two-room rural schools, approximately 5% are three-room rural schools, and approximately 4% are four-room rural schools, a total of 84% being one, two, three or four-room rural schools. The importance and necessity of the work of the Lewiston State Normal School in training rural teachers is shown by the above figures. During the past biennium our rural training centers have given at least nine weeks of practice teaching to a total of 226 students. This number is a little less than the average because of the shortage of attendance during the war period.

As nearly as can be estimated, the cost of training these students in a rural training school for the year 1919-20 was \$63.23 for each student.

At the present time the Lewiston State Normal maintains five Rural Training Centers, varying in distance from Lewiston from five to eighteen miles. These schools afford the students who will teach in rural districts the opportunity to work out, under skilled instruction, the better principles and more fruitful methods of class room practice. Students are also enabled to gain a conception of the organization of the school to meet the special needs of the rural community.

These rural training schools are conducted as typical rural schools and it is intended that they approximate the actual conditions which exist in the rural schools throughout the State, while at the same time pointing the student toward improved school materials, buildings, equipment and practices. Six student teachers are sent to each of these training centers each quarter or nine weeks. The students live in the community, devoting their entire time to the study of the school and the community problems. They are encouraged toward the development of community leadership; they observe the work of the school and make a study of special rural school methods, materials and practices and they gradually take over the work of class instruction and management during the quarter they are in residence.

### FOLLOW-UP WORK

The gap between the student teacher's work in the Normal School, where she has had the assistance of trained instructors, and her work in her isolated rural school, far from the opportunities of such trained assistance, is very great. The Lewiston State Normal School has long realized that its responsibility in the work of training teachers does not end until these students have become adjusted to the work of their respective communities and this gap has been bridged. To meet this need one of our trained and experienced rural supervisors has been sent out during the last year of the biennium

to visit rural schools where our beginning teachers are starting their work and to give them whatever assistance is possible in meeting their school and community problems and difficulties.

Seventy-five teachers have been visited and helped in this manner during the last year of the biennium. These teachers have been saved from many difficulties and mistakes through such assistance. The work is undertaken in every instance in cooperation with the county superintendent of the county in which the schools are visited and it is in no sense an interference with the work of the county superintendent.

#### **EXTENSION ACTIVITIES**

Correspondence Study Courses are now being offered to teachers of the State through our correspondence study department. Very little has been accomplished during the past biennium, due largely to the difficulties encountered in planning for the work. These courses are at present definitely arranged, and during the last part of the biennium a large number of students have been enrolled and are actively engaged in the work. The interest is increasing continually in this department and new students are being enrolled regularly. At the present time thirty-three courses are being conducted through correspondence. There is a prospect that the demand for this work will be greatly increased during the coming biennium.

#### **TESTS AND MEASUREMENTS**

The Department of Tests and Measurements was organized in September, 1919, utilizing the services and approximately one-half of the time of one of the faculty. The purpose of the department is: to act as a distributing center for the most useful of the mental and educational tests for the State of Idaho; to assist superintendents, principals and teachers in giving, scoring and interpreting tests as a basis for scientific procedure and more effective teaching in their school; to train Normal School students in the use of these tests so that when they become teachers they may be able to teach more effectively; to publish from time to time bulletins on such of the educational problems of the elementary schools of the State as are revealed by the test results; and to assist in solving these problems.

In accordance with these purposes this department has distributed at cost to the superintendents of the State approximately 16,000 intelligence tests, 30,000 silent reading tests, 12,000 arithmetic tests, 6,000 language tests, 3,000 history tests, and in addition 400 writing, spelling and composition scales.

Representatives of this department, at the request of the superintendents, have visited twenty-three cities and have directed the testing of approximately 12,000 children in one or more of the above named tests. Detailed reports, including statistical tables, interpretations and recommendations and ranging from eight to twenty pages,



totaling over 70,000 words, have been made to the superintendents of each of the cities tested. The facts embodied in these reports furnish valuable data for the study of educational problems within the State.

#### **SUMMER SESSIONS**

The summer sessions are nine weeks in length, corresponding to a quarter during the regular school year. The work done during the summer quarter receives the same credit as that of the quarters during the regular term.

#### **HEALTH AND ACCOMMODATIONS**

The health of the students is carefully safeguarded, both by the Department of Physical Education and by those in charge of the living arrangements and the disciplinary supervision of the students. Most careful attention is given to the preparation and serving of meals at Lewis Hall, and the school also endeavors to keep in touch, thru the Dean of Women, with the living conditions of students outside of the hall, to aid them in establishing and maintaining wholesome standards of living.

Lewis Hall, the dormitory for women, is under the immediate supervision of the Dean of Women. The commodious living room, library and dining room, with their artistic finish and large open fireplaces, form centers for social life of the type which contributes especially to general culture of the student body.

Besides Lewis Hall, rooms in private homes in the best residence section of the city surrounding the Normal School are obtainable for students.

It is hoped that a new girls' dormitory, built by private capital, will be available for the opening of the summer session.

#### **IMPROVEMENTS**

The new Administration Building was started in August, 1919, but because of unusual conditions in securing materials and labor, the progress has been very slow. On December 1, 1920, however, the roof has been completed, the partitions are being built, and there is a promise of the rapid completion of the building. It is hoped that it will be ready for occupancy by the first of March.

The donation of the public park just west of the campus and the purchase of the private property along the west side of the park has been one of the greatest improvements during the biennium. Three of the buildings on this private property have been sold and three others fitted up and are being utilized, one as a dormitory for men, one as a music studio, and the other as an infirmary or school hospital.

New hardwood floors have been placed in the dining room and halls at Lewis Hall. These have greatly improved the appearance

of the floors, as the old flooring was badly worn and in very poor condition.

A gas range to replace the old French range in the kitchen at Lewis Hall has been installed and much more satisfactory results are being obtained.

The plumbing at Lewis Hall has been thoroly overhauled and is now in excellent conditions. The exterior of the Home Economics Building and the Gymnasium have been repainted and these buildings are in excellent condition.

### NEEDS

It is difficult to arrange for living accommodations for all the young women, especially during the summer sessions, and it is hoped that an additional dormitory, costing approximately \$40,000 and financed by private capital, can be built during the coming biennium. It is planned to erect this dormitory on land adjacent to the campus. It will undoubtedly be built as soon as economic conditions become stabilized and the general prosperity thruout the country makes it possible to raise the required funds.

For the dormitory \$4,000 is requested. This amount will cover the entire cost of dressers, cots, stands, chairs, tables and all furniture necessary for making the rooms satisfactory homes for the young women.

For furnishing the new Administration Building with a clock system, opera chairs, stage equipment, shades, class room furniture and furnishings for the various offices for light fixtures, etc., based upon a careful estimate, an appropriation of \$15,874.38 is requested.

It is proposed to excavate under the present north wing of Lewis Hall and utilize this additional space for the kitchen and serving room, removing the partitions between the present dining room and present kitchen and serving room and throwing all of the space into one large dining room which will accomodate approximately 150 students. It is believed that this can be accomplished with the amount estimated by the architect, which is \$12,156.65.

Between the planning of the new administration building and the letting of the contract for the same, prices of materials and labor so advanced that it was impossible to secure the desired building with the original appropriation for this purpose. Before letting the contract the Building Committee decided to leave out the finishing of the basement of the new Administration Building. Inasmuch as rooms in the basement are necessary for class room work and for the general accommodation of the student body, based upon a careful estimate by the architect and builders, a request is made for \$18,989.95 for the completion of the basement.

The vacuum pump used for bringing back the condensed steam to the boilers has been adequate for the present buildings, but with the new administration building and the proposed new dormitory, the

present pump will be inadequate and a request is made for \$2,500 with which to provide an adequate pumping system.

With the reconstruction of the old Administration Building and the new Administration Building, it was found necessary to adopt a two-pipe steam system for the proper heating of these buildings. Because of an unusual loss of heat in Lewis Hall and the Home Economics Building due to lack of control, and because of the single pipe system, it is recommended that a two-pipe automatic control vacuum system be installed in Lewis Hall and the Home Economics Building which will, at the architect's estimate, require \$3,881.25. The installation of such a system will save in fuel its total cost, within a short time.

The construction of a new reinforced concrete or brick chimney at the heating plant, to take the place of the present chimney and electric driven forced draft, and sufficiently large to care for the future growth of the institution is deemed advisable. The total cost of the construction of this chimney is estimated at \$3500, and will soon save its cost.

A refrigerator and ice plant to furnish refrigeration for food and for ice water at Lewis Hall is requested at a cost of \$1,000.

It is impossible for the school to store the coal necessary for use during the year without erecting temporary bins outside of the present heating plant. It is therefore recommended that the coal bins be so enlarged that the supply of coal for the year may be stored during the summer months, which will save approximately \$100 annually on the cost of fuel.

The old Administration Building, which has been remodeled since the fire and which will become the city training school, is not properly ventilated. Nor is the heating system, which was installed with the idea of a forced draft to provide for ventilation, as satisfactory as it would be if the system planned when the building was reconstructed were installed. It is impossible to properly heat the school rooms during the cold weather. For motor fans, necessary galvanized piping and automatic control, \$5,000, based upon a careful estimate of the architect, is requested.

#### FINANCIAL REPORT

(December 1, 1920)

Appropriation for Maintenance..	\$202,000.00
Receipts credited .....	3,619.06

#### Expenditures—

Salaries .....	\$132,571.31	\$132,571.31
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#### Operation and Expenses—

Postage and office supplies.....	1,941.77
Printing .....	2,669.95
Clerical services .....	399.25
Traveling expenses .....	1,762.36
Telephone and telegraph.....	1,195.69

Gas .....	173.15		
Fuel .....	15,148.44		
Water, light and power.....	2,709.50		
Janitor's supplies .....	1,049.40		
Extra labor .....	364.42		
Freight, cartage and express...	926.71		
Miscellaneous expenses .....	1,516.48		
Campus upkeep .....	346.39		
Painting Home Economics b'ldg	500.00		
Painting gymnasium .....	700.00		
Repairs in Lewis Hall.....	2,752.04		
Boys' dormitory .....	380.05		
Plumbing and general repairs..	1,872.79		
Repairs and replacement of eqpt	991.41		
Insurance .....	1,310.70		
Lectures and addresses.....	1,141.56		
Miscellaneous help .....	41.50		
Departmental .....	18,025.97	57,927.53	
		<b>\$190,498.84</b>	<b>\$190,498.94</b>

Balance in Maintenance Fund.. **\$ 15,120.22**

	Appropriation	Expended	
Campus improvement.....	\$ 500.00	\$ 408.56	\$ 91.41
Installation of ventilating system	4,500.00	4,500.00	
Movable dormitories .....	2,000.00	2,000.00	
Lands .....	15,000.00	15,000.00	
Administration building .....	150,000.00	150,000.00	
Balance .....			91.44

#### BUDGET OF ESTIMATED NEEDS FOR 1921-22

Administration .....	\$	\$ 35,895.00
Operation .....		45,142.00
Departmental salaries .....		142,290.00
Departmental Equipment—		
Expenses and supplies.....		46,675.08

Allowed for increases in salaries.....\$ **\$270,002.08**  
**\$ 18,021.00**

Maintenance .....

Capital Investments—		<b>\$288,023.08</b>
Girls' new dormitory.....	\$ 6,418.50	
Lewis Hall .....	13,256.65	
Basement in new Administration bldg.....	18,989.95	
Vacuum pump .....	2,500.00	
Furnishing new Administration bldg.....	15,874.38	
Heating system .....	3,881.25	
Heating plant .....	4,500.00	
Swimming pool .....	25,000.00	
Ventilating system .....	5,000.00	95,420.73

Less estimated income..... **\$383,443.81**  
**\$ 40,000.00**

Appropriation asked for..... **\$343,443.81**



# ALBION STATE NORMAL SCHOOL

## REPORT OF PRESIDENT

### *To the State Board of Education:*

The biennial period, 1919-1920, has been almost as trying a period in normal school work as the biennial period of 1917 and 1918. During the latter period named, we saw the institution of several causes which effected a decrease in attendance at the normal schools of the country. The closing of the great war did not bring normal school attendance back to that of normal times. The causes of decreased attendance still remained in force and in some respects became more pronounced in their effects. The continued increase in cost of living was not met by a parallel increase in teachers' salaries as was more nearly the case in other vocations. Consequently the teaching profession was not as attractive to young people as it had been. Even many experienced teachers left the profession for other work which reimbursed them better in a financial way. As a result of this condition normal schools all over the country suffered in the matter of attendance. In 1919 the normal school attendance in one of the important Mid-Atlantic states fell off 45%. The ten normal schools of the state were able to furnish but one teacher for every three calls they had. At the same time one of the Central states reported 700 locked schoolhouses in the state and 1,500 teachers in the state teaching on what are known as "permits". Similar startling reports came from many other states. The 1920 annual meeting of the National Council of the State Normal School Presidents and Principals recognized this critical situation by giving a half day session to the discussion of "The Crisis in Normal School Attendance".

Coming as a reaction to the inadequate supply of teachers was an increase in salaries. While this was a material increase, it did not, taking the country as a whole, measure up to the increase in cost of living conditions. Still, it was the means of increasing the supply of teachers.

\* \* \* \* \*

### PURPOSE

The Albion State Normal School was created for the specific purpose of training teachers, and this purpose is kept in view at all times.

### PLANT

The campus of the Albion State Normal school embraces thirty-one acres. The plant consists of six buildings, as follows: Administration Building, Training School Building, Axline Gymnasium, Hansen

Hall, Miller Hall, and the New Hall. All of these buildings are two stories in height, with the exception of the Training School Building, which is built with one story, in accordance with the rules of modern school architecture. All of the buildings are brick with stone foundations, excepting the new hall, the upper story of which is cement.

#### DEATH OF PRESIDENT AXLINE

The great outstanding single fact of the Normal School's past biennium was the great loss the institution suffered in the death of President George Andrew Axline, which occurred at Long Beach, California, October 10th, 1919. President Axline assumed the presidency of the Normal School in the fall of 1904, coming from Iowa, where he was rapidly rising in educational advancement and was considered a very capable public school administrator. During President Axline's tenure of office at the Normal School the institution grew professionally from the status of a high school with a few pedagogical subjects in its curriculum to an institutions giving two full years of purely professional work, entrance to which institution being restricted to those graduating from an accredited high school or its equivalent. President Axline possessed unlimited energy which, coupled with a high professional aim, has left a permanent stamp of high standardism on the educational life of the State.

President Axline's health became impaired in 1918 and that summer he went east for medical consultation and treatment. Returning apparently much improved, he again entered actively in his administrative work. While in Chicago in attendance at the National Educational Association meetings the following February he became ill and never again was he able to assume with the accustomed energy and zeal his presidential duties. At a meeting in June, 1919, the Executive Committee of the school, following the action of the State Board of Education at its meeting two weeks before, granted President Axline a leave of absence to become effective the following September. Soon after the latter date, President Axline and family departed for California, trusting that such a change would prove beneficial to his health. It was there that his death occurred at the above mentioned date. Burial was made at his former home in Pratt, Kansas.

As a memorial to President Axline, the Executive Committee, at its meeting of April 12th, 1920, decided that the gymnasium of the school be thereafter known as the Axline Gymnasium.

#### ELECTION OF PRESIDENT BOCOCK

At the time leave of absence was granted President Axline, the Executive Committee appointed as acting-president of the School Professor Clarence E. Bocock, who had been dean of the school and head of the science department since September, 1904. Acting-President Bocock remained in this office until January 30th, 1920, at which time he was elected to the presidency at a meeting of the State Board of Education in Boise.

### HEALTH OF STUDENTS

The Normal School has been very fortunate in the matter of the health of the student body. Particularly was this true during the past few years at the times of the influenza epidemics.

### TRANSPORTATION

One of the great problems in connection with the Normal School has been that of transportation. During the first twelve years of the school's existence, the school was reached only by a drive of thirty miles over desert roads from Minidoka, and in this drive it was necessary to cross by ferry the Snake River, which undertaking at times was hazardous. In 1905, when the Oregon Short Line built the Twin Falls branch line, the school was brought ten miles nearer to railroad facilities, Burley being the station. Seven years ago, at the completion of the Declo branch, a railroad station was placed eight and a half miles from Albion. Due to poor passenger service at Declo, Burley is still used for most all this service, a daily automobile stage connecting the two places. The last two years have seen the completion of one of the finest graveled roads the State possesses between the two places and at any time of the year an automobile can now make the trip between Albion and Burley in forty minutes.

### ATTENDANCE

While the crisis in normal school attendance affected the Albion State Normal School enrollment during the past biennium it did not cause a decrease in attendance, as both years show an increase in attendance over that of the preceding year.

\* \* \* \* \*

Following is a comparative table showing attendance at the Normal School for the last three complete school years, the date of February 1st being taken in each case:

	1917-18	1918-19	1919-20	% Increase of 1920 over 1919
Normal School .....	58	50	80	60%
High school .....	69	68	70	3%
Total.....	127	118	150	

The total enrollment of bona fide normal school students for the year 1919-20 was 91. This does not include special students in the music department nor students enrolled in the correspondence work.

The Normal School enrollment December 1st, 1920, was 75. Comparing this enrollment with those at the same date of previous years, the total enrollment for the present school year will easily pass the 100 mark.

At the end of this report will be found a map showing the percentage distribution of students by counties for the enrollments of the past two years.



### SUMMER SCHOOL

The summer schools at Albion have always had excellent enrollments. The valley in which the school is situated has usually a very enjoyable climate the year round and especially during the summer months. Very rarely is there a summer when the heat can be called oppressive. Teachers who have taught throughout the winter months find Albion a very pleasant place to spend the summer and advance in certification. Many of the summer students are young people who have just a few weeks previously finished their high school course and come to the Normal School to certify as teachers at the earliest possible date in order to take advantage of the higher teacher salaries. Since experienced teachers and others entering the profession have had the opportunity given them of advancing in the normal school route of certification by means of the various grades of normal school certificates, most of the summer school students are securing normal school certificates and diplomas in place of the county and State certificates, formerly the more usual method of certification.

The enrollment of the summer school of 1919 was 255. The enrollment of the summer school of 1920 was 339, which lacks but a few of being the highest summer school enrollment ever had in the State.

On the last page of this report is found a map showing the geographical distribution by counties of the enrollment for the summer school of 1920. This map shows that the whole southern part of Idaho contributes to the attendance at the Normal School.

Each year the Normal School issues a special summer school bulletin.

### ALBION TEACHERS

Teachers from the Albion State Normal School are becoming more in demand each year. County superintendents, school superintendents, school trustees, and school patrons now realize that normal school trained teachers are far more apt to have proper educational viewpoint than others and that they must have had in such training work which is practically all directly applicable in the grade schools of the State. It was highly pleasing to the Albion Normal to find from a recent survey that 33 1/2 % of the teachers in some of the counties of the State are Albion trained teachers.

### TRAINING SCHOOL

Especially fortunate is the Normal School in having in its training school the entire grade schools of Consolidated School District No. 3, which now includes former School Districts Nos. 1, 2 and 3, the first being the village district and the other two rural districts. This arrangement gives the practice teachers the actual school conditions which they will encounter after leaving the Normal School.

The enrollment of the training school for the year of 1919-20 was 173, of which number 97 were boys and 76 girls. The present enrollment for 1920-21 is also 173, there being 93 boys and 80 girls. The children from the two country districts are brought in by school wagons furnished by the consolidated districts.

The consolidated district pays \$3600.00 each year on the salaries of the critic teachers of the training school. They also furnish books for the library of the training school, pianos and other equipment.

A comparative table showing number and kinds of certificates and diplomas granted the last two years is as follows:

Certificates and diplomas issued in 1918.....	109
Certificates and diplomas issued in 1919.....	131
Certificates and diplomas issued in 1920.....	217
Number of third grade certificates issued.....	120
Number of second grade certificates issued.....	88
Number of first grade certificates issued.....	162
Number of life diplomas issued.....	87
Certificates and diplomas issued during the past biennium.....	348

#### CORRESPONDENCE WORK

Many of the teachers in the State desire to advance professionally during the time they are teaching.

\* \* \* \* \*

#### ELIMINATION OF HIGH SCHOOL WORK

When the Normal School first began to function its curriculum was that of four years' work above the eighth grade. Later on another year's work was added and a few years following a second year was added, making a curriculum of six years' work offered by the school. The last two years' work was a professional course. Graduation from an accredited high school or its equivalent is now required for entrance to the school.

#### IMPROVEMENTS

During the past biennium the school has aimed to operate on as economical a basis as possible and still keep the standard of work up to what it should be. The result of such finds the institution returning to the State a sum around \$30,000.00. When consideration is made for the high price of all classes of material and labor, it is trusted that the taxpayers of the State will understand the policy on which the school has been operating.

The main improvement added to the plant of the school the past two years are the concrete walks. During the summer of 1919 the old board walks on the grounds were replaced by concrete at a cost of \$2771.96. In all 2280 feet of concrete walks were laid with the

width varying from two to seven feet, the four and six feet widths predominating.

The necessary painting, repair work, etc., has been done wherever it was seen that such was needed for the proper upkeep of the institution.

#### SEWER SYSTEM

The sewer system of the school has been giving trouble for some time. This is due to the fact that its size is not adequate for the school, especially during the summer quarter. The present system was installed in 1913. At that time the institution asked for \$3000.00 for this purpose and \$1500.00 was the sum granted. Consequently when the system was completed it was just about half the size planned for proper efficiency. This explains the main cause of the present trouble. It has also been found out that the present location of the filter beds of the system is not suitable and that such beds in the new system will have to be placed at a much greater distance from the school.

The executive committee of the school is now asking the State for the sum of \$11,500.00 to construct a sewer system which will properly take care of the school for years to come.

#### HEATING

The heating system of the school at present is not efficient, both with respect to service rendered and economy. The present system has been kept working without many needed repairs and replacements as it was hoped that before this a central heating plant would be installed. The coming year seems a very proper time for such an installation for the following main reasons:

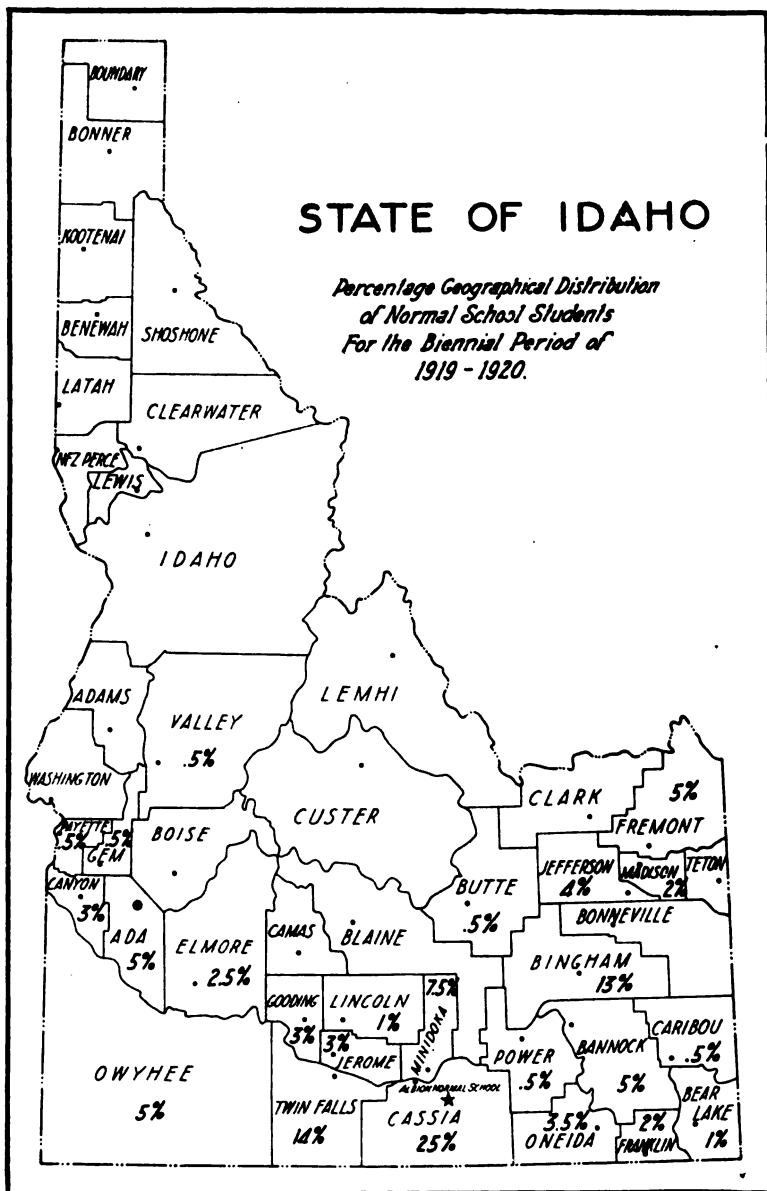
1. Present system burns far more fuel than is necessary for proper heating. Engineers state 150 tons of coal are wasted every year, which is 30% of the amount used.
2. It is impossible with ordinary engineer expense to give satisfactory heat to the six buildings of the plant by having five separate heating systems, which the school now possesses. A central heating station will eliminate this trouble as it will deliver a constant and uniform steam pressure at all times.
3. With a central heating plant fire danger will be reduced to a minimum. With five separate systems and an engineer visiting them in turn, the fire danger is high. It must also be remembered that three of the buildings thus heated are dormitories.
4. Having five separate systems makes the coal storage unsatisfactory and wasteful.
5. A central system will release for future use much space in the different buildings. This is especially needed at present in Hansen Hall.

6. If a central heating plant is not installed the coming year, it will be necessary to at once install new boilers for the heating of three buildings and in a few years a fourth building will need the same attention. Three of the buildings are now heated by systems which were installed in 1905 and before. Keeping the present system will also necessitate the rebuilding of three new chimneys. The cost of these various replacements will be large and altho it will hardly be equal to that of a central plant yet it will still possess the disadvantages and dangers of the present system.

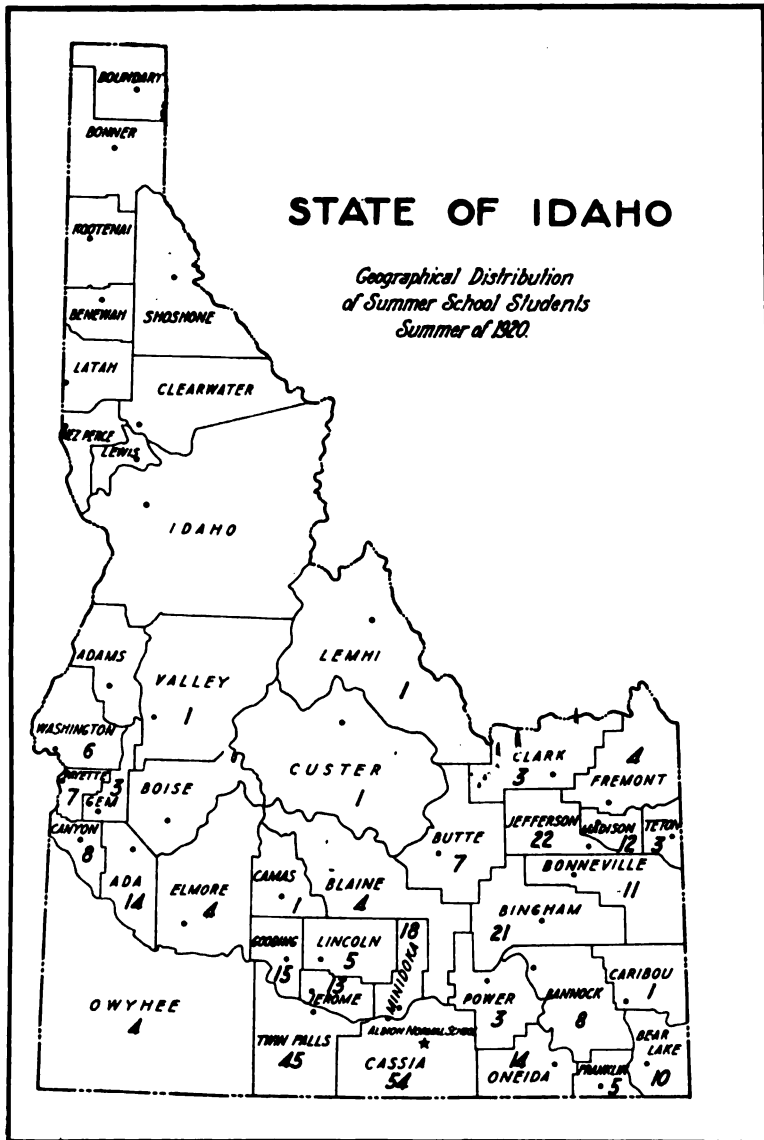
As a central heating system seems to be the safe and economical solution of the school's heating situation, the Normal School is asking the State this year for \$45,000.00 with which to install such a system.

#### **BUDGET**

The budget for the coming biennium has had careful consideration from every point of view and the school is not asking for anything which it feels is not necessary for the high efficient working of all its departments.



**Geographical Distribution of Normal School Students for the  
Biennial Period of 1919-1920**



*Geographical Distribution of Summer School Students,  
Summer of 1920*



# IDAHO TECHNICAL INSTITUTE

## BIENNIAL REPORT OF PRESIDENT

### *To the Honorable State Board of Education:*

From October, 1902, until June, 1915, this institution operated as the Academy of Idaho. During the legislative session of 1915 the school was reestablished as the Idaho Technical Institute and its new charter provided that the purpose of the school should be the giving of instruction in such vocational, scientific, literary and technical subjects as would meet the educational needs of the students enrolled. The charter also provided that the course should include two years and not more than two years of college grade. This report, therefore, covers the second biennium under the new charter.

President Miles F. Reed's death occurred on November 21, 1918. A short time after this, by appointment of the State Board of Education, Professor Norman B. Adkison of the faculty was appointed acting President and served until June, 1919, in that capacity. This report thus covers approximately six months of the incumbency of Acting President Adkison and a year and a half of the incumbency of the writer of this report.

In his report covering the first two years under the new charter, President Reed stated in some detail the organization of the collegiate department and vocational department, outlining briefly the courses of study which had been adopted for the departments of (a) engineering, (b) agriculture, (c) home economics, (d) commerce, (e) music, (f) scientific, literary and professional courses.

### NEW DIRECTION GIVEN TO COURSES

At the beginning of the academic year 1919-20, in accordance with the policy of the State Board of Education, decided emphasis was placed upon vocational and technical work at the institution. Located as the school is in Pocatello, a leading industrial and commercial center, such emphasis upon engineering, trades, commercial and other technical lines of work seemed appropriate. In this way also the board policy tends to build up a coordinated system of education for the State.

In pursuance of this policy, new and practical courses have been introduced as follows: (a) in the Vocational School, regular standardized trade courses in carpentry, electrical installation, machinist trade, auto mechanics, commercial dressmaking and telegraphy; and (b) in the Junior College a one-year normal course leading to three years certification for teaching in the elementary schools, a two-year



course in pharmacy preparing students for the State Board examinations for licensed pharmacists, and an art department offering courses both in the vocational and the college departments.

#### **SEPARATION OF COLLEGE AND VOCATIONAL SCHOOL COURSES**

In further pursuance of the policy of the Commissioner of Education and the State Board of Education, a much sharper line has been drawn between the vocational school and college classes. Because of the existence of small classes and the limited number of teachers, the practice of combining in one class college and vocational school pupils had developed in the school to the detriment of both groups of students. Our present policy provides for separate classes for collegiate as compared with secondary students.

#### **GROWTH OF THE JUNIOR COLLEGE**

For the academic year 1918-19 the number of students entitled to Junior College classification was 35. For the year 1919-20 it was 66, and on November 30, 1920, it is 94. The number of college grade students will probably be increased at the beginning of the second semester, but ignoring this the percentage of increase in the Junior College from 1918 to 1920 is 168%.

By this Junior College plan, the opportunity to enter upon collegiate work is brought nearer to the homes of large numbers of young people and gets many of them started on college work who would not otherwise make such a start. Once started the chances are good that they will go on and finish their university courses. You will be glad to know that the institution is functioning in this field and that it promises to provide practical courses of junior college grade to increasing numbers of Idaho's young people from all parts of the State.

#### **DUPLICATIONS ELIMINATED**

As a heritage of the days when this school was the Academy of Idaho, it had been customary even after it became the Idaho Technical Institute to still receive many students for general high school education. As the excellent high school system of the State develops, this becomes less and less necessary. It has, therefore, become the fixed policy of the school to decline to receive students who should be in their own high schools, and to receive only those pupils of high school grade who are ripe and ready for a vocational course or who, because of over age or remoteness, can not benefit by high school privileges at home.

#### **NEW COURSES IN VOCATIONAL SCHOOL**

##### **The Trade Courses**

Much of the so-called vocational education offered in schools fails of its purpose because of the failure to give sufficient time and suffi-

ciently definite and specific training to make the work prepare for and correspond with the actual conditions prevailing in industry or in the vocations concerned. In other words, such training is apt to be too general in its nature, too "schooly" in character.

While we still recognize in a technical institute that in the engineering courses it is desirable to give shop training in several fields, such as wood working, forge, machine shop and surveying, and recognizing that there is room for what might be called a general vocational course which is rich in academic and theoretical material tending to prepare students to become assistant foremen or assistant superintendents, yet the larger number of students desiring vocational training need to learn a trade. In order to learn a trade at school it is necessary to approximate the conditions of the commercial shop or, better still, put students at work on actual jobs outside the school as a portion of their training. This has been done during the past biennium at the Technical Institute in the five trades named in a former paragraph. Half of each day is spent under the supervision and direction of an instructor who has himself qualified as a journeyman in the trade which he teaches. The other portion of the day is given to supplementary work including science, mathematics, and the drawing that fits naturally into the trade being studied. The experience in the Technical Institute has proved conclusively that at least in several of the trades there is a demand for such training and I believe it should be the purpose of the school to continue the policy of teaching specific trades in the Vocational School. To do this well, additional equipment will be required as suggested in the budget submitted for the next biennium. Our efforts in this field have been recognized and we have met the Government standards and the Government inspection in the auto mechanics, machinist, carpentry, electricity and dress-making trades and have received for the academic year 1919-20 financial assistance to the extent of \$3,345.00.

### **Telegraphy**

Having numerous inquiries for work in telegraphy and having in progress in the school the supplementary courses in spelling, typewriting and English, it was a simple and inexpensive matter to supply instruction given by a part time teacher in the instrument work in telegraphy and we have thus been able at almost no expense to establish and maintain the course in telegraphy authorized by the State Board of Education. This course is well patronized both in day school and night school and seems to be meeting a real demand.

## **NEW COURSES IN JUNIOR COLLEGE**

### **Normal Department**

Certain courses in psychology and education have been offered since 1916 for the benefit of students in the school preparing themselves as teachers of music, commerce, home economics or vocational subjects. In September, 1919, because of shortage in the supply of teachers,

the State Board of Education authorized the Idaho Technical Institute to conduct a one-year course designed especially for the training of teachers for the elementary school and providing certification for one year renewable for two additional years, to those students who have successfully completed the one-year course. In order to make this work successful, it was necessary to provide opportunity for observation and practice teaching on the part of student teachers. After some discussion, a plan was decided upon, acceptable to the Superintendent of Schools and the Board of Education for the city of Pocatello, under which the Pocatello schools provide this service to the students at the Idaho Technical Institute under conditions highly favorable to the success of the work. The results during the first year instead of proving detrimental to the children in the public schools, as might have been feared, on the contrary proved a stimulus to the work of the public schools and the results were so altogether favorable from the standpoint of the public schools that they now propose to extend and enrich the opportunity thus afforded to our Normal students. The opportunity for observation and practice, especially for teaching in graded or city schools is probably as good and as favorable under the present arrangement as is true in connection with any normal school in the entire country.

#### **Pharmacy Course**

In September of 1920, the first class in pharmacy was organized at the Idaho Technical Institute. The class is made up of a fine type of young people who have entered upon the announced two-year course in pharmacy. This course is designed to prepare students for the State examination. The requirements for admission are the completion of the tenth grade, that is, the second year of high school. The general chemistry course in connection with this course is given by the head of our chemistry department, who is a graduated pharmacist and the more technical and professional courses are given by an expert commercial chemist who is also a graduate in pharmacy from the very strong course given at Northwestern University. Only the first year of the work is being offered at the present time with a view of offering the second year beginning September, 1921.

The authorization as accorded by the State Board of Education for the present is for the two-year course. The State convention of pharmacists which convened in Boise in October, 1920, having present representatives from nearly every county in the State and including about 80 pharmacists, passed almost unanimously a resolution endorsing the course as offered at the Technical Institute and recommending that the course be extended to four years, making it possible for persons to take a three-year course or a four-year course. Requirements are coming into effect in at least 45 of the 48 States, making three years the minimum preparation for pharmacists and recognizing four years as the standard time of preparation.

### ART

A new art department, which will give courses in both the Vocational School and College, with meagre equipment and supported for the present almost entirely on a tuition basis, is being started in the school by Miss Josephine Gullede. The student body has welcomed this innovation with unmistakable enthusiasm and, both for the practical courses to be offered and the artistic taste that will be developed, I regard this as one of the most promising new features of the school and worthy of the generous support of the State. It supplies an element both of culture and of practical education which up to this time have been lacking in the curriculum of the institution.

### HOME ECONOMICS

The comparatively small enrollment in the home economics work during the past two years is difficult to understand. In most States this important department of study is thronged with students both in the secondary schools and in the collegiate institutions. There is, however, a decided improvement in this respect and the demand for this practical training on the part of the girls registered in the school is increasing in a very encouraging way. This department of our school is now badly cramped for quarters. I would favor, beginning with September, 1921, the establishment of a practice cottage in connection with this department to make the work in household management more practical. I would also favor making provision for additional space for the sewing and millinery courses at the earliest possible date.

### AGRICULTURE AND THE SCHOOL FARM

The problem of the farm at the Idaho Technical Institute has for years been a serious one. Thru the public spirited efforts of the citizens of Pocatello and the action of the State, the school now has a farm of 194 acres located about two miles southwest of the city, well placed for irrigation and drainage, sightly, and with, I believe, all the possibilities requisite for a high class demonstration and experimental farm.

During the summer of 1919, a tract of land known as the Fair Grounds tract, comprising 54 acres of tillable land lying between the original farm and the Portneuf river, was purchased at a cost of \$7000.00. To make this possible the citizens of Pocatello, thru private subscription, generously contributed \$3000.00 to supplement the State funds.

So far, the farm has been of considerable expense with inadequate returns. Altho during the season of 1920 the farm has for the first time been self-supporting and somewhat better, it cannot be made sufficiently attractive to build up the enrollment in the department or sufficiently efficient to render service to the farmers in this part

of the State without some radical improvements. These improvements must include (1) better provision in the supply of water for irrigation purposes and this is covered in a special report to the Board by Professor Robert Poultney, and (2) an adequate provision for carrying on certain projects, preferably dairying, poultry, and farm crops as per plans outlined in our budget, which has been submitted to this Board. If the appropriation called for in the budget submitted can be met, I can confidently give assurance to the Board of Education that within the next biennium the farm can be placed on a basis of real service to the State much more nearly commensurate with the dignity of the institution, the needs of the State, and the work done in other departments of the school. It will be real economy to make the appropriation of approximately \$40,000.00 asked for this department, but in my opinion it would be an extravagance to appropriate half that sum.

With the appropriation as outlined, we can finance and carry thru the projects on an efficient and economical basis and I believe at a financial profit to the institution while a meagre policy in this department will simply perpetuate the present unsatisfactory conditions.

#### **OTHER DEPARTMENTS STRENGTHENED**

In addition to the new courses and departments mentioned above, enrichments have been made by the offering of new subjects of study and by making improvements in the plans of those already being presented.

##### **Commercial Department**

Additional space and new equipment including additional typewriters, three calculating machines, and a commercial and bank posting machine have been added to our growing commerce department. The work of this department has grown so that it was necessary to add an additional teacher for the present year.

There is in this work a healthy tendency in the direction of limiting the enrollment to students with better preliminary preparation. Experience shows that the completion of a high school education before taking up a commercial study pays, and while encouraging this program, students who have finished two years of high school work are admitted without question into the commerce department.

##### **Conservatory of Music**

In this department, besides the director, we have one teacher of voice, two teachers of piano, one teacher of violin and one of band instruments. With the exception of class work, taught by the director, this department is on a self-supporting basis, students being enrolled from the school and from the community outside for private lessons on a tuition basis. From 1916 to 1919, the number of students in this department increased from 27 to 167 and the enroll-

ment for the first three months of the year 1920-21 exceeds the enrollment for the entire preceding year by 12½%. The total receipts reported from tuition in this department for the year 1917-18 was \$1532.00, while those reported for the present biennium to November 1st are \$6731.85.

#### Engineering Department

During the biennium, the engineering department has attracted a very encouraging enrollment of young men of rather unusual ability who are taking the first two years of their engineering course in this institution. The department is finding itself rapidly as a real engineering school. This department has organized with it the industrial phases of vocational school work, all under the directorship of Professor A. C. Gough, who has been with the institution the past 10 years and whose pioneer work in this new field is bringing results in keeping with the appropriate aims of a strict technical school of this character. A pamphlet prepared by Professor Gough during the past summer on the auto mechanics trade, under the auspices of Director M. S. Lewis, has attracted most favorable attention from all quarters of the United States and has won for Professor Gough flattering recognition of this very helpful contribution to practical education. This department is the heart and center of the activities of the school and is the largest department in the school.

#### Tractor Course

Beginning the first Monday in January each year and continuing for eight weeks, there has been offered for several years past a tractor course for the benefit of farmers and their sons desiring to make a practical study of the mechanism, operation and repair of farm tractors. Many farmers bring in their used cars to be overhauled, working as members of the class while this work is done under expert instruction and supervision. This has become and we hope will continue to be one of the most satisfactory and beneficial contributions made by the school.

#### ENROLLMENT AT THE TECHNICAL INSTITUTE

The following table is a record of the classified enrollment in this institution beginning with 1912 and including the year 1919-20:

TECHNICAL INSTITUTE ENROLLMENT			
Year			
1912-13	Regular .....	198	
	Special .....	34	
	Summer session .....	123	355
1913-14	Regular .....	224	
	Special .....	20	
	Summer session .....	130	374

1914-15	Regular .....	245	
	Special .....	27	
	Summer session .....	..	272
1915-16	Special music .....	27	
	Summer session, 1914.....	130	
	Regular students .....	245	402
1916-17	College special .....	7	
	College freshmen .....	31	
	Vocational .....	199	
	Special music .....	40	
	Summer session, 1916.....	137	414
1917-18	College .....	55	
	Vocational school .....	156	
	Conservatory of music.....	73	
	Summer session .....	137	
		421	
	Less students counted twice.....	33	388
1918-19	College .....	35	
	Vocational school .....	218	
	Conservatory of music.....	36	
	Summer session .....	152	
	Night school .....	264	
	Farm motor school.....	32	
		787	
	Less students counted twice.....	44	743
1919-20	College .....	66	
	Vocational school .....	284	
	Summer session .....	242	
	Night school .....	292	
	Conservatory of music.....	167	
		1051	
	Less students counted twice.....	38	1013

In this school students are enrolled at the beginning of the term in September, at the beginning of the winter semester in November. at the opening of the tractor course in January, and at the opening of the second semester course in February. Enrollments are received in the trade courses and in the music department any time during the year and the night school enrollment begins in November. It is difficult, therefore, to make a comparison of the enrollment so far this academic year with enrollments for the preceding years.

**BUILDINGS**

Following is a list of the buildings on the campus and on the farm, showing the material used in construction, the date of appropriation, and the initial cost:

1. Administration building, brick.....	1901	\$25,000.00
(Main portion.)		
West wing .....	1905	14,000.00
East wing .....	1907	15,000.00
2. Faris Hall, brick.....	1901	19,000.00
(Dormitory for men.)		
3. Turner Hall, brick.....	1903	15,000.00
(Dormitory for women.)		
Wing added, brick.....	1909	24,000.00
4. Dining hall and kitchen, brick.....	1903	5,615.00
5. Mechanic Arts building, brick.....	1903	5,600.00
East wing added, brick.....	1909	6,000.00
6. Infirmary building .....		4,318.00
7. Buildings on farm:		
Barn, wooden .....	1909	3,000.00
Cottage, wooden .....	1909	1,500.00
Poultry house, wooden.....	1910	1,000.00
Root house .....	1912	600.00
Milk house .....	1917	400.00
Machine shed .....	1917	600.00
8. Small barn on campus		
(Janitor's residence), wooden.....	1912	500.00
9. Auto building, wooden.....	1918	9,752.00
(Built by United States.)		
10. Physical Education building.....	1917	40,000.00
Finishing .....	1919	6,000.00

It will be noted that the buildings so far provided for this institution have for the most part been cheap and poorly constructed. The girls' dormitory, the new men's dormitory, and the physical education building, altho better than the rest, are nevertheless not Class A, fire-proof buildings.

**NEW DORMITORY**

The growth in enrollment of non-resident students during the first year of the present biennium was such as to seriously overcrowd the men's dormitory. After placing three and four men, and in some cases five, in a room and after utilizing basement rooms improperly heated, it was necessary during the winter term to utilize a portion of the new Physical Education building for dormitory purposes in order to tide over the emergency.

Sanctioned and encouraged by the State Board of Education and the Commissioner of Education, the citizens of Pocatello, under the trusteeship of E. C. White, subscribed funds and have in course of erection and nearly completed a dormitory building located just east of the present campus and intended to relieve the congestion and provide accommodation for men students attending the school. This building will for the present be leased by the school and conducted as



a regular school dormitory. The structure is 114 feet by 37 feet, two stories high, with one-fourth of the basement excavated for accommodation of boiler, storage room and toilets. The building will contain 34 attractive rooms and will prove a very helpful addition to our facilities.

#### **BUILDINGS CROWDED**

The pressure for room for growth and expansion has also been seriously felt in the class rooms, laboratories, and shops of the school. The present main building with its two additions is suffering the most from this congestion. The chemical laboratory and the new pharmacy department are crowded into unsuitable quarters in the basement under the east wing. There is hardly sufficient accommodation here for one of these departments, yet both are crowded into this basement. The physics laboratory is inadequately housed, occupying one room on the main floor and one basement room in the west wing of the main building. For this important science, an adequate suite of rooms on the same floor and in close proximity and with suitable provision for piping water and gas for experimental purposes is very essential. The agricultural laboratory is also divided between rooms occupying two floors. The Conservatory of Music is housed in the attic of the west wing of the main building and the class rooms in English and mathematics are behind the stage in the attic, all of which rooms are very difficult to heat. The growing home economics department is compelled, because of crowded conditions, to conduct the work in sewing and millinery in the kitchen and dining room and is in great need of additional space. Our well selected library containing a collection of books and documents, many of which it would be impossible to replace, should be housed in fire-proof quarters. The assembly room in use at present is on the third floor of the main building and is too small to seat the entire student body at one time in addition to being inconveniently located and a serious menace in case of fire.

#### **NEW MAIN BUILDING NEEDED**

The overcrowded condition existing in the present main building taken with the steady growth in the size of the school would seem to make it imperative that new and additional accommodations be provided during the coming biennium and this would seem to be an appropriate time for the erection of a permanent Class A, fire-proof building worthy of the character of the institution as one of the leading educational institutions of the State.

I would, therefore, with the full confidence that it is justified, urge on the State Board of Education that they in turn urge upon the 1921 session of the legislature that provision be made for what may be called a new main building to be placed probably in a position on the campus at the north and west of the present main building, balancing Faris Hall architecturally and bearing much the same relation to Sixth

avenue that the present main building does to Seventh avenue. This building should, in my judgment, be approximately 70 feet wide by 198 feet long, with an auditorium wing projecting from the rear of the building about 65x75 feet, with a seating capacity, including the balcony, of between 800 and 1000. The building should be so planned as to house in the basement the science laboratories, on the main floor the administration offices, reception room and class rooms in English, history and economics, and on the third floor the library covering one-half the floor and class rooms for education, expression and art.

#### **CENTRAL HEATING PLANT**

It will be noted that in our requisition for the next biennium, we have also asked for a central heating plant. The need of this improvement has been recognized for several years. At the present time the eight buildings on the campus used for school work and dormitory purposes are heated with individual furnaces and with separate furnaces for heating water in the buildings where hot water is required. We have a total of 14 furnaces on the campus, and it is necessary to use a high grade of lump coal in order to secure results. It is evident the buildings are being heated on an extravagant and expensive basis both as to fuel and as to labor at the present time. The economy and increased efficiency possible with a central heating plant are so evident that they hardly need argument or justification. A special report estimating costs is being submitted by Professor A. C. Gough.

#### **AUTO MECHANICS SHOP**

The work in auto mechanics and tractor courses is now being conducted in a small building 125 feet by 50 feet. The growth experienced in these courses has rendered this building entirely inadequate to meet the needs of the department. An effort has been made to lease space in garages in town without success. At the present time a class of 25 men are on the waiting list for night school work who cannot be accommodated because of lack of space to place the cars on which they should work. Additional space is needed to accommodate the present enrollment in these courses and to meet this, as well as make some provision for growth in this important field, we are asking in our budget for an appropriation that will duplicate our capacity and that will provide fire-proof quarters for the cars and equipment. I urge that provision be made for this additional auto mechanics shop as one of stern necessity.

#### **NATATORIUM**

In connection with the physical education work being done in the splendid new building generously provided by the State, it is desirable that a natatorium or swimming tank be installed. There is room in the south end of the building for this installation and it would be a

very valuable addition to the facilities for physical education. Not only would it prove an incentive to physical development because it would afford a very pleasant form of physical education, but it is a recognized principle that all young people should have opportunity to learn to swim. We are, therefore, including this as one of the items in the capital improvements asked for in the next biennium.

#### ADDITIONS TO CAMPUS

With appropriation provided for by the 1919 session of the Legislature, two full blocks of land lying directly west of the present enclosed campus and extending from Sixth to Fifth avenue have been purchased complete, comprising blocks 260 and 261. On the west half of block 260 there are located seven residences which have also become the property of the State. These two blocks constitute an admirable addition to the lands of the campus and will prove valuable for building operations.

#### THE FINANCIAL PROBLEMS OF THE PAST BIENNIUM

At the time the legislative appropriation for the present biennium was made, there were 23 teachers in the faculty of this institution; at the present time there are 34. This addition to the faculty has been made necessary by the increased enrollment and by the addition of departments as enumerated elsewhere in this report. It has also been a wise, as well as necessary policy of the State Board of Education to increase the salaries of faculty and other employees averaging approximately 20 per cent during the biennium. The result has been that whereas the appropriation for departmental and administration salaries amounted to \$120,000.00, we have actually spent for salaries \$142,628.72.

Supplies including fuel and all material for repairs have also materially increased. The financial problem thus presented in the financing of the activities of this growing institution during the past biennium have been rather serious.

To meet the additional outlay thus made necessary, a special effort has been made to increase the receipts of the institution. Aside from the Federal interest income, we have the income up to November 1, 1920, from the music department, amounting to \$6731.85; the income from houses purchased during the biennium in extending the campus, and also the rental from the house occupied by the President, amounting to \$2499.65; the income from commercial dressmaking amounting to \$1990.00; the income from the Smith-Hughes fund amounting to \$3854.42; the income from night school fees amounting to \$2099.50; the income from the farm amounting to \$2195.56, making a total of \$19,370.88 from these sources.

There has been a noticeable increase in the receipts from the music department—the total receipts from that department for the academic

year ending June 30, 1919, were \$1582.00, while the receipts from that department for the academic year ending June 30, 1920, were \$4696.00.

In addition to increasing the volume of receipts as above mentioned, the strictest economy has been practiced in all departments, even to the cutting down of the original appropriation made to the departments. While the school has suffered in this way from financial handicaps made necessary by increasing costs and by the growth of the school, the spirit of the school has been kept alive thru interest in the program that is being carried out and thru confident expectations that at the first opportunity the State of Idaho will, thru its Legislature, make adequate provision for the satisfactory conduct of the work of the school. The following tabulation shows the appropriation and the expenditure of State funds for the biennium just ending:

#### FINANCIAL STATEMENT

	Appropriation	Addition	Total	Amt. Exp.	Bal.
Operation and expense....	\$ 66,000.00	\$12,571.98	\$ 78,571.98	\$ 78,571.98	.....
Salaries .....	120,000.00	8,394.81	128,394.81	128,394.81	.....
Heating plant .....	4,000.00	.....	4,000.00	4,000.00	.....
Physical education bldg....	6,000.00	.....	6,000.00	6,000.00	.....
Campus .....	6,000.00	.....	6,000.00	6,000.00	.....
Farm .....	4,000.00	.....	4,000.00	4,000.00	.....
Addition to campus.....	30,000.00	.....	30,000.00	28,790.00	\$1,210

#### CHANGES IN FACULTY

The new people introduced into the faculty during the year 1919-20 were Miss Lucy Woods, teacher of English; Mr. H. C. Goggins, teacher of accountancy; Miss Wetmore, teacher of typewriting and later as dean of women; Mr. Wm. Clayton, instructor in mechanical trades; Miss Anna Spongberg, instructor in piano; Mr. Glen C. LaRue, instructor in auto mechanics; Mr. B. E. Newton, instructor in carpentry; Mrs. Harriet J. Adams, professor of commercial dress-making; Mr. Robert Poultney, professor of agriculture and biology.

The new members of the faculty for the year 1920-21 include Miss Lulu Robertson, head of home economics; Mr. Fred G. Hale, head of English department and dean of men; Mr. R. H. Hutchinson, head of department physical education and athletics; Miss Dorothy Elderdice, expression; Mr. H. M. LaRue, auto mechanics; Mr. Carl F. Rohles, voice; Mr. C. R. Galloway, engineering and mathematics; Mr. L. Roubidoux, violin and band; Mr. Chas. Sievers, band instruments; Mr. Eugene O. Leonard, in charge of the department of pharmacy; Mr. H. A. Clark, telegraphy; Miss Josephine Gullledge, art department; Mrs. Maude E. Dayton, commerce and English; Miss Germaine Marie Riviere, French and Spanish; Mr. John S. Richards, librarian; Mr. F. W. Kerns, director of conservatory of music; Mr. Theodore Courtney, penmanship and bookkeeping, returned after one year's absence.

In the administrative offices of the school, Mrs. Hazel W. Goggins has been engaged as bookkeeper in place of James Savage, resigned.

and Mr. Eldon Schock became executive clerk and bursar on December 1, taking the place of Mrs. Maude E. Dayton, who entered the faculty as a teacher.

Respectfully submitted,

C. R. FRAZIER,  
*President.*

# INDUSTRIAL TRAINING SCHOOL

## REPORT OF THE SUPERINTENDENT

*To the State Board of Education:*

In transmitting my report to you for the biennium ending December 31, 1920, I wish, first of all, to express a hearty appreciation for the kindly assistance rendered to me by Mr. J. Fred Williams, my predecessor in office. Upon his retirement from the superintendency, in October, 1919, and since that time he has cooperated with me upon every request, and in many ways assisted in making the change of administration feasible with as little detriment as possible to the well-being of the school and with but slight financial loss to the State.

\* \* \* \* \*

### THE PROJECT

Recent studies in juvenile delinquency give rise to a decidedly new basis for the continued and rejuvenated efforts along the lines of preventative and curative measures which tend to keep down crime among the youth of our land. When we face the fact that fully 70 per cent of all habitual criminals have become dishonest and dissolute before their sixteenth birthday, we can more fully realize the importance of administering curative measures during the habit-forming periods of adolescence and youth. Then let us add the established facts recently deduced from a study of these same recidivists to the effect that 84 per cent of these criminals have no regular trade or occupation, 88 per cent have not completed the eighth grade of the public schools and 67 per cent have never learned to support themselves by honest toil of any kind; then it is that we get a glimpse of the great problem before us.

Then it would seem that we, as an institution for the reclaiming of wayward youths, are to receive into our custody a large part of the boys and girls who would make up this 70 per cent of confirmed criminals, and by our efforts, we are to transform them into good citizens, who are at once intelligent, honest, and self supporting, instead of ignorant, dishonest and dependent.

In the public schools it is an established principle that three failures in school work foretell a failure in life work; just so, in juvenile delinquency, three failures to correct criminal tendencies predict a criminal career, which means that at least one-half of the life of that individual will be spent as a public charge, behind the bars that civ-

ilization has erected to protect society against the non-social elements of our population.

Then it is apparent that we must not only break up wrong habits in these who are sent to us, but do this very early in life, and at the same time make the newly established habits so effective that a recurrence of the old tendencies may never obtain. We must develop a social being out of one upon whom home, school, church and community have failed. We must make our work so thorough-going that lapses are impossible, for such lapses mean, eventually, a failure, both to the child and to us as an institution.

The success of our work must always be measured by this standard alone. No matter what the material is, upon which we work, we must bring about a change so vital that the individual is restored to normal citizenship. This we profess to do in a reasonable percentage of cases, as will be shown later on in this report.

In summarizing our problem, we might restate it categorically as follows:

I. With material upon which all other agencies have failed, after not one, but repeated trials, we are to accomplish the following results:

1. Meet the demands for a workable education.
2. Break up old habits of life that are wrong.
3. Build up new habits of life that are right.
4. Teach each child a trade suited to his talents.
5. Create in each child a love for work.

6. See to it that each youth has an early chance to become a law-abiding, self-supporting citizen, by putting into practice the above mentioned program of a reordered life.

Truly a problem worthy of the best thought and energy that can be brought to bear upon it. We have reason to hesitate before the great responsibility, and likewise a cause for excusing occasional failures, however lamentable they may seem.

### THE TOOLS

Whatever may be the physical or financial status of an institution of this kind, the deciding factor for success or failure will always be the personnel of its staff. In this I do not mean the office force, but the men and women who work and live with the boys and girls, who come into very close personal contact with them. They have the daily opportunity to impress upon these children the things that go to make up ideals of action, and tend to build firmness of character. These men and women are the real and vital tools of immediate reform and the subsequent good citizenship of our boys and girls. By example, by the impress of personality, by an awakened desire, by an appeal to reason, by a changed heart, by an opened opportunity, by a wider vision, by an expanded and changed view of life, these boys and girls must be effectively touched. It may come in a shop, at play, at

chapel, in the field, in the dormitory, in a private room or on the sickbed. When the ground is exactly right, the seed must be sown. It is for the far-seeing officer in charge to plant the right seed at the exact moment when conditions are propitious, as the opportunity may never come again. Hence it is that we wish to emphasize the appreciation that we have for our corps of workers as at present constituted. The State of Idaho is to be congratulated upon the high standard of helpers maintained in the Industrial School, and I as superintendent, hereby acknowledge my absolute dependence upon them. It might be interesting to note a few facts concerning these officers. Out of a force of 40 officers

There are 18 former public school teachers, including six former superintendents and principals, with college and normal school training.

There are six skilled trades men and women.

There are 17 with wide experience in other State institutions, including four former assistant superintendents.

There are 36 who have been in the school for more than a year, including 18 who have been in the school for more than four years, including six who have been in the school for more than 10 years.

From this brief statement of qualifications it can be seen that the personnel of the staff offers unusual qualifications and experience for successful handling of delinquent children in a school of this kind, as there is a happy blending of teaching ability, skilled tradesmen and experienced managers of wayward boys and girls.

When we add to these specific qualifications a hearty willingness to give unstintingly of time and efforts, and a deep-seated desire to bring about the ultimate salvaging of every boy and girl, from a career of crime and dependency, we feel that too much credit can not be given to those devoted men and women who toil seven days each week, often 16 hours a day, one year after another. There is a devotion to the work that is worthy of the good cause in which they are enlisted. They are deserving of every encomium bestowed upon them.

In the statistical part of this report is given a roster of the present staff. Many changes have been made during the past biennium, but the high class of men and women employed has been maintained or even bettered.

#### THE PLANT

Four hundred and ninety acres of subirrigated land, 300 acres of which is cultivated; 25 completed, two incompleted buildings, including seven cottages, an administration building, shops, engine room, hospital, cow and horse barns, piggery, slaughter house, root cellar, and greenhouse.

Well-equipped shops, a nicely stocked animal husbandry departments, including horses, cattle, hogs, sheep and chickens. All stock is



high class, a herd of 40 registered Holstein cows, registered Duroc Jersey hogs, registered shire horses, and thoroughbred Buff Leghorns and Rhode Island Red chickens. In fact, it is the plan to have nothing but high class stock of all kinds on the farm. The buildings are kept in good repair, the lawns, hedges, fields, fences, in fact everything about the plant is made to conform to the ideals of the best modern farms and homes. We can in this way set an excellent example of neatness, thrift and excellence before our boys and girls and at the same time make our plant sightly, sanitary and efficient.

There are 24 distinct trades and occupations open to students, dependent upon age and natural aptitude. The departments are:

1. Farming; 2. Dairying; 3. Creamery; 4. Butchering; 5. Painting; 6. Blacksmithing; 7. Auto Mechanics; 8. Laundry; 9. Shoemaking; 10. Carpentry; 11. Printing; 12. Steam Engineering; 13. Steam Fitting; 14. Plumbing; 15. Horticulture; 16. Bricklaying; 17. Plastering; 18. Concreting; 19. Nursing; 20. Baking; 21. Cooking; 22. Housekeeping; 23. Music, vocal, piano, band and orchestra; 24. Scholastic.

The farm work is carried on under the head farmer and an assistant, with from eight to 12 of the larger boys assigned to this department. Ample machinery is provided to handle the work efficiently. The farm force also takes care of all teaming about the place, such as coal hauling, supplying gravel and sand for the mason force, putting up ice, excavating for buildings, in fact all team work required about the place. A record of the crops raised during the past two years is given elsewhere.

The dairy force has charge of the cattle, hogs and sheep. They take care of the stock scientifically, making some study of feeding and rationing. One group of the boys on this force does the butchering and meat cutting in a strictly sanitary house built for this purpose, another group do the separating, the churning and distributing of creamery products. A competent, practical dairyman has the supervision of this work.

Our paint force presents an unusually strong and interesting department. All the interiors of our buildings are painted rather than papered or kalsomined. Artistic wall decorations are the rule. No two rooms are exactly alike except they be joined by double doors. The boys are taught all phases of the trade. Glazing, upholstering, auto painting, striping, window card work, exterior and interior painting and sign painting. Exceptional results have been obtained from this department.

It is evident to all who observe, that few young men are taking up blacksmithing, and yet a more healthful and lucrative trade is difficult to find. Our blacksmith boys are given every opportunity to become skilled workmen, as almost every phase of smithing is touched in the course of a boy's stay in the shop. Horseshoeing, welding, farm repair work of all types, and the use of machines common to

good shops. We expect to add oxy-acetylene welding to this course and make certain parts of blacksmithing a prerequisite to the auto mechanics department. In fact, these two departments are now under one supervisor, as will be the vulcanizing work which we propose to add to our trades during the coming year. A boy who has a mechanical turn of mind may readily find in this department some trade that will fit his ability.

A laundry lacking somewhat in modern equipment will be brought up to efficiency by the addition of a few needed pieces of machinery. Fine positions await our boys who finish in this department.

At present we are teaching only shoe repair, but here again we are to extend the scope of work by actually manufacturing our own shoes. The additional machinery necessary for this has been provided for in our budget. Here again is a trade that is being neglected by boys who are looking for a mechanical line of work. However, good cobblers are becoming very scarce. We give a thorough course of training along this line.

The carpenter force has a well-equipped shop, but spends each summer on outside construction work, while the winter season finds them busy with interior repairs, window and door framings, cabinet and furniture work. A list of accomplishments for the biennium just passed will show that the carpenter force has been very prominent in the activities of the school.

The printing department has been revived during the latter part of the biennium. A few improvements in the mechanical department of this shop will make this more than self-supporting. The "Gem State Argus," our bi-monthly publication, is doing much to develop the newspaper idea among our boys. Job work of all kinds gives a variety of practice. Several skilled printers will go out from this department every year.

In the heating plant we develop a group of boys who can do highly acceptable work as firemen on stationary engines, steam fitting and plumbing to some extent. We expect to add a regular plumber to our force when we put in new managers of boys during the summer. The shops for this work are well equipped for all practical purposes.

The garden force is the largest group of boys on the farm. Most of the small boys are given this work during the summer. Frequently our gardener will handle 100 boys, scattered over the 35 acres of garden. The results in this department are highly satisfactory.

In berry culture we have experimented during the biennium and find that Everybearing strawberries are easily produced in large quantities. A patch of a third of an acre provided 480 gallons of excellent berries during the summer of 1920, distributed over a season running from June 20th to October 20th. We shall set a full acre of plants in 1921. We also grew red raspberries, currants and gooseberries successfully.

Our apple trees provided between 400 and 500 boxes in 1920, but very few the preceding year.

The greenhouse department provides a source of year-round income. Flowers at all seasons, plants in the spring and summer. We use large quantities of flowers about the buildings. Each Sunday our stage and pulpit is banked with potted plants and cut flowers. Our dining rooms and halls are always decorated with plants. The propagation of cabbage, tomatoes, peppers, celery, egg plant for transplanting is a work that means much to the school and the local community. The boys on the greenhouse force are well trained in all lines of floriculture.

The mason department is highly efficient in its output. Here the boys are taught concrete block and brick making, plastering, concrete work, bricklaying, and in fact everything connected with masonry. This force not only does all repair work, but all the mason construction work on the farm. They become skilled mechanics along their chosen line.

For the girls we provide those things that will be conducive to good home making. Whatever a girl may become in mature life, the basic principle still maintains, "Woman is the home maker."

In our household work we plan to teach every girl, not only what good housekeeping is, but drill her in how it should be done. There are those who would object to menial work for girls, but the fact remains that we as a nation are fast drifting away from a proper viewpoint on the matter of labor. No one can properly direct work without having performed like work. More and more we are all realizing that our women as well as our men are becoming parasitic in theory, if not in practice. We lack skilled labor in our shops and in our homes, simply because our children are not taught to *do things*. We believe that a girl loses none of her ladylike qualities from having scrubbed, waited tables, served meals, cooked, nursed, darned, sewed and mended. In fact, we are convinced that every girl should learn to do all of these things well, no matter what her sphere in after life is to be. Homely duties are conducive to homelike virtues. We need both.

Each girl is sent through every department of work open to girls. She learns to keep house first, to serve meals second, to cook third, to nurse fourth, to sew last, and is required to make her complete going-home outfit in the sewing room as a final test of her ability. In the meantime she has done fancy work, she has washed and ironed, she has attended school and taken up music of some kind. We expect to give her a chance to take up a commercial course if she is capable, and to prepare to enter a normal school if she wishes to teach. When we are better prepared to provide means, each girl will get some work in gardening, both vegetable and flower. There will be weaving and knitting, chicken and rabbit culture, as well as outdoor and indoor sports. We wish to make our girls well rounded,

healthy women with a love for work and play, and a respect for all the virtues, a regard for the demands of decent society, and a clean-cut ideal for right living.

*Music.*—We have a well-balanced boys' band that furnished the music for the Bingham County Fair and the State Fair at Boise during the fall of 1920, besides filling numerous engagements on other occasions. An orchestra of 10 boys and 10 girls, who provide music for chapel services, as well as picture shows and special programs both in the school and outside. A girls' chorus renders music on many occasions, thus giving opportunity for ensemble work while receiving the private vocal training of the music department. Every girl is given the opportunity to take piano and voice lessons if she wishes to do so.

The Scholastic Department has been greatly extended during the past year until now we have every boy and girl in school for one four-hour period each day. We have organized high school departments for both boys and girls, a decided innovation in the work of the school. With the advent of certificated teachers throughout and freedom from interruption by outside work, the school department will fulfill its mission as never before.

\* \* \* \* \*

This, in brief, is our plant. Then remembering the tools with which we work, the plant where we all assemble all the elements, let us look at the raw material.

#### THE RAW MATERIAL

\* \* \* \* \*

We have in the general office of the school a map of the State which shows by colored pins this distribution. We present the facts in table form:

<i>County</i>	<i>Boys</i>	<i>Girls</i>	<i>County</i>	<i>Boys</i>	<i>Girls</i>
Ada .....	16	4	Idaho .....	3	0
Bannock .....	14	3	Jefferson .....	5	1
Bear Lake .....	3	1	Jerome .....	1	0
Benewah .....	2	0	Kootenai .....	7	3
Bingham .....	8	0	Latah .....	8	4
Blaine .....	1	0	Lemhi .....	1	1
Bonner .....	1	0	Lewis .....	3	1
Bonneville .....	2	0	Lincoln .....	1	0
Boundary .....	2	0	Madison .....	6	1
Canyon .....	7	6	Minidoka .....	4	2
Cassia .....	8	1	Nez Perce .....	8	7
Clearwater .....	0	1	Payette .....	2	1
Elmore .....	2	0	Power .....	2	1
Franklin .....	2	0	Shoshone .....	5	1
Fremont .....	9	1	Teton .....	2	0
Gooding .....	2	0	Twin Falls .....	14	8
Gem .....	5	0	Washington .....	6	0

There was on December 1, 1920, the following enrollment in the school: Girls, 48; boys, 162. An analysis of this enrollment shows the following distribution:

	<i>Girls</i>	<i>Boys</i>
Enrolled December 1, 1918.....	43	95
Received by commitment during biennium.....	43	212
Paroled pupils returned during biennium.....	11	27
Escaped returned during biennium.....	9	53
Total enrollment.....	106	387
	<i>Girls</i>	<i>Boys</i>
Paroled during biennium.....	43	146
Released or discharged during biennium.....	4	9
Escapes during biennium.....	9	62
Deaths during biennium.....	1	1
Transferred to school for feeble-minded.....	1	2
Transferred to Children's Home.....	0	5
Total dismissals from all causes.....	58	226
Total remaining December 1, 1920.....	48	162

The home conditions from which our boys and girls come may be stated briefly by tabulation as follows:

<i>Home Condition</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Per cent</i>
Parents separated .....	70	23	93	45
Father dead .....	26	5	31	15
Mother dead .....	19	8	27	13
Both parents dead.....	10	3	13	6
Broken homes .....	125	39	164	79
Both parents in home.....	37	9	46	21
Total .....	162	48	210	100

This total does not take into account those homes which are not proper places for the rearing of children on account of poverty, shiftlessness, etc.

Then taking the commitment papers alone as evidence, these children have been sent to the school on the charges indicated in the table below. However, the underlying causes of delinquency are touched upon in another part of this report. This table merely shows the direct or immediate cause—

<i>Girls</i>	<i>No.</i>		<i>Boys</i>	<i>No.</i>	
Immorality .....	25	54%	Theft .....	90	56%
Incorrigibility .....	20	43%	Incorrigibility .....	40	25%
Thelf .....	2	2%	Forgery .....	16	10%
Forgery .....	1	1%	Truancy .....	4	2%
			Other causes .....	12	7%
Total.....	48	100%	Total.....	162	100%

The average age of girls at time of commitment is 14 years, 9 months, 26 days; at time of discharge, 17 years. The average age of

boys at time of commitment is 13 years and 7 months; at time of discharge, 15 years and 2 months.

The average time required for children to pass through the school is: Girls, two years, one month; boys, one year, five months.

The religious denominations represented among our children shows the following wide distribution:

	<i>Girls</i>	<i>Boys</i>
No church .....	21	51
Presbyterian .....	2	7
Baptist .....	4	6
Methodist .....	6	16
Christian .....	5	7
Catholic .....	1	13
L. D. S. ....	6	50
Salvation Army .....	1	1
Adventist .....	1	2
Russellite .....	0	1
Mennonite .....	0	1
Lutheran .....	1	2
Dunkard .....	0	2
Pentecostal .....	0	1
Congregational .....	0	1
Episcopal .....	0	1
	48	162

\* \* \* \* \*

### THE PROCESS

There is no mysterious or even complicated process brought to bear in our program of regenerating the youths who are sent to us. In fact, our aim is to work along strictly natural lines. Your modern doctor will tell you that he only assists nature in her program of eradicating disease. We, in turn, only attempt to assist nature in correcting social pathological conditions.

There are four distinct and yet overlapping steps in our program, as follows:

1. Physical rehabilitation. In this connection it may be well to give an idea as to the extent that this becomes necessary. As has been stated, fully 88 per cent of the boys and girls who come to us need immediate medical or surgical attention. The tonsils and adenoids are bad in most cases. The teeth are usually sadly neglected. We have had two cases of "trench mouth" during the past year—a war disease that is particularly loathsome. Many cases of bed wetting must be looked after. Over 100 cases of bad eyes were treated during the biennium. Forty-two major operations were necessary, and many more chronic cases of a serious nature are being treated in order to avoid an operation. Malnutrition is a common condition of children who come to us, sometimes this is due to physical disorders, but just as frequently to poorly prepared food and insufficiency. In any case this condition must be remedied, for you cannot successfully appeal

to the higher emotions when the animal cravings are not appeased. We humans are hungry first and sentimental afterwards. There are flat feet, obstructed nostrils, belated developments, skin diseases, excessive nervousness, depleted vitality due to abuse, inherent syphilitic conditions; in fact, there is scarcely a pathological trait common to childhood that has not been treated at our hospital. We find that it is best to restore each child to physical normality as soon as possible after commitment, before any attempt is made to bring about any change in that child's mental and moral attitude. With this program of action, we can almost guarantee that a child will gain in weight, in stature, and in strength at an abnormal rate during his first few months in the school.

2. Along with the correction of physical imperfections, we will carry on a program that involves a mental and physical effect. It is a safe guess to make when a new boy enters the school, that he has not been in bed before 12 o'clock three nights in succession for a month, that he has not had three square meals, at regular meal times for a week, that he has not been regular in school attendance, that he has had no regular work, nor regulated play. In fact, his whole impression of life has been disorganization and chaos. He lacks, in every sense, personal responsibility. He has no regard for law or order, because he has known nothing of such in his daily life.

This condition we immediately remedy. Regularity in everything. Personal responsibility for every act and word. Promptness, care and reliability are put at a premium. He soon acquires a feeling that he is working his own way through to parole. No doting mother will complete his neglected task; no indulgent father will condone his bad conduct. *He alone is responsible.* With the growth of physical fitness comes a mental development that makes tasks, formerly difficult and obnoxious, now easy and pleasant. *Work*, that terrible bugbear of the erratic, irresponsible youth, becomes an interesting part of this child's daily life. He soon learns to do something well, then work is no longer work, but becomes the best of play. A new vision of life is opened up to him and he is happily anticipating the day when he can take his place in the industry of the world and feel himself an important factor. This is a great mental transformation, but one that is logical and not overly difficult to bring about.

3. The next step in our program is self evident. Physically rehabilitated, mentally alert, habitually industrious, adjusted to a trade, are his. All we now lack is, moral force to resist temptations that caused his delinquency. It is not a far step to take. He has learned from actual experience the satisfaction to be found in a well ordered life. He looks back on his former waywardness as a bit of ignorant folly. He has been taught in school and in practice the principles of good citizenship. He has had an opportunity to know the inspiration that comes from a study of the Bible, as each Sunday he attends a

well directed Sunday school and church service. He has learned to appreciate good literature and fine music. He has lived in well appointed and sanitary quarters; he has developed good manners; he has worn good clothes. He has learned the value of money. He has a workable education, has learned a trade. He is not afraid of work, he looks the world in the face with a new vision. We provide him with a job. Why should he be tempted by what he knows is to be to his own disadvantage? The answer is obvious. He should not, and he is not in 93 cases out of 100 among the boys, while about 75 per cent of the girls do not experience further trouble along the lines of the old habits.

4. Now, if our processes have been entirely successful thus far, we do not need to consider seriously the final step in our program. However, we are living in an age when the business of living is so intense and complicated that every well regulated establishment, no matter how small, has its supervisory system. It is well for private individuals, as well as public agencies, to have a board, a committee or an individual to whom they are strictly accountable. It is a wholesome and satisfying thought to know that our acts and our transactions are to be reviewed by a kindly, critical and sympathetic agency. This we try to do for our children through our parole work. We are limited to a great extent by geographical conditions and lack of means. However, we feel that our follow-up work is a very vital part of the process. If the boy or girls knows that he has friends to whom he may go with his troubles in confidence, if he feels that he has a place to which he may return when sick or unfortunate; if he knows that he can seek advice at critical times in his career; if he must give an accounting of his behavior, his expenditures, his company, it is but natural that he is more circumspect. We find that written reports each month from boys and girls who are on parole is a poor substitute for actual visitation. With this in mind we are planning two things to improve our parole service during the next biennium.

First. Get our parole officer over the State more frequently.

Second. By cooperating more closely with the Probate Courts and probation officers of the several counties, get more first hand information concerning our paroles between actual visits.

Finally, by a more scientific application of these four processes, a more careful study of the individual, and a more intensive effort to make the details of the cure fit the specific delinquency, we may hope to become more and more effective in our work. As yet the school has no trained psychiatrist, but efforts along this line are being made and will be developed rapidly during the next biennium, as will the development of case records on all boys and girls.

In our program we avoid, as far as possible, all semblance of prison methods. We purport to conduct a school and a home. A



school of the most modern type, balancing and blending the scholastic with the vocational.

\* \* \* \* \*

### THE FINISHED PRODUCT

On December 1, 1920, there had been 1041 boys and 329 girls enrolled in the school, of which 162 boys and 48 girls still remained in the school. Thus leaving 879 boys and 281 girls who have been sent out during the 16 years of our existence. It is impossible to trace accurately the career of each and every child, but an attempt is herein made to account for those who have gone out during the past two years, thus giving a fair estimate of the entire parole list. We assume that the conduct of a child during the first year of his parole is a fair index to his subsequent career. With this as a basis we glean from the table below the fact that 90 per cent of our boys are conforming to the social standards of the community in which they live, and 74 per cent of the paroled girls are meeting every demand of normal society.

\* \* \* \* \*

The most satisfactory part of our work is to be found among the boys who are taught a trade. This trade is based upon the natural ability and preference of the boy. It is not possible to teach trades to many of the younger boys on account of their immature minds and bodies, but generally speaking, all boys 12 years old and over are taught some useful trade. It is this group of trade apprentices who are making a highly satisfactory record when placed on parole. When a boy has an inclination to work, a satisfactory job at a trade in which he is interested, and has acquired skill, there is a satisfaction that goes far to make a steady, honest laborer who is worthy of his hire.

\* \* \* \* \*

A glance at the table below will show the retarded condition of our boys and girls when they come to us and the advancement made before their dismissal.

	<i>Girls</i>	<i>Boys</i>
Average age when admitted, 1918.....	15 yrs. 1 mo.	13 yrs. 4 mo.
Average age when admitted, 1919.....	14 yrs. 10 mo.	13 yrs. 9 mo.
Average age for biennium.....	15 yrs.	13 yrs. 5 mo.
Average grade in school when admitted, 1918	6th	5th
Average grade in school when admitted, 1919	7th	5th
Average for biennium.....	6½	5
Average age of above pupils when paroled...	17	15
Average school grade of above when paroled	10	7
Average advancement of boys under 12.....		3 grades

<i>Boys</i>	<i>Trade Learned</i>	<i>Now Following</i>
6	Carpenter .....	3
4	Blacksmith .....	2
9	Painter .....	5
21	Farmers .....	16
9	Masons .....	4
6	Printers .....	3
14	Laundrymen .....	6
<hr/> 89	Total .....	<hr/> 39 or 44%
*	*	*

Thus it would seem that the boy has been correctly led vocationally, as 44 per cent are now making their living by the trade taught them at the school.

### THE GIRLS

As the girl problem within the school is a more perplexing one, just so is the paroled girl a more uncertain element in our work. Every girl has been taught all the essential elements of home making rather than some trade or profession whereby she may make an independent living. Our policy involves two leading factors in paroling girls:

First. Return them to their homes, if conditions will permit.

Second. Place them in a good home with provisions for school attendance.

\* \* \* \* \*

### THE FARM

The policy in our farm management is to grow those things that can be used by the institution. We need the grain and hay to feed our stock that we may provide our own milk, butter, beef, mutton, pork, chickens and ducks. This policy not only keeps down the expense to the State but retains the fertility of the soil by constantly leaving all products for restoration to the soil.

The season of 1919 was one of the poorest in the history of the school so far as crops were concerned. Lack of moisture in the spring and late seeding were responsible for practically a crop failure. During the winter of 1919-20 it became necessary to purchase hay and grain for hogs and cows, potatoes, cabbage, squash, carrots, onions, in fact, nearly all of the foods usually grown in the garden and on the farm.

The season of 1920 was excellent and as a result we raised an average or superior crop of nearly everything attempted. Below is given a list of 1920 croppage for garden and farm.

4500 lbs. lettuce.....	\$ 450.00	24,000 lbs. onions.....	\$ 720.00
200 boxes spinach.....	200.00	Parsnips .....	25.00
12,000 lbs. beets.....	360.00	800 lbs. ripe tomatoes...	48.00
Rutabagas .....	25.00	3000 lbs. green tomatoes.	60.00
Cucumbers .....	500.00	500 lbs. dry beans.....	50.00
220 doz. green peppers..	55.00	100 tons corn for silage..	1000.00
1000 lbs. asparagus....	100.00	2000 bu. oats.....	3000.00
30,000 lbs. cabbage.....	900.00	4792 doz. corn.....	1396.00
137 gal. raspberries.....	137.00	2000 lbs. carrots.....	40.00
6000 bu. potatoes.....	6000.00	Salsify .....	25.00
2400 bu. barley.....	3000.00	200 lbs. egg plant.....	20.00
300 tons hay.....	3000.00	4500 lbs. green beans...	225.00
100 bu. radishes.....	375.00	4000 bunches celery.....	800.00
5700 lbs. peas.....	576.00	350 gal. strawberries....	525.00
200 bu. turnips.....	500.00	25 tons sunflowers, silage	250.00
6000 pumpkins, squash..	1500.00	700 bu. wheat.....	1200.00

Total value, \$27,062.00

The vegetables and fruits provided the greater part of the food for the summer and an abundant supply for winter use. An idea of the quantities used may be gathered from the fact that 2600 ears of green corn were consumed daily during the season. It took 12 gallons of shelled green peas for one meal, 100 bunches of radishes were required, 70 heads of lettuce, one barrel of potatoes, and often 10 gallons of strawberries were eaten in one day.

The hay and grain will amply provide for all the stock and leave enough for feed and seed in the spring.

The general crop failure in 1919, the excessive prices of all articles of food, clothing, fuel and repairs and our 60 per cent increase in enrollment made a most difficult problem in financing the institution. That we were able to live within our appropriation up to December, 1920, was due to a great extent to the abundance of the 1920 crop of farm and garden.

#### THE STOCK

The farm now has a herd of 30 registered Holstein cows and 11 others that are all pure bred, but unregistered. There are 34 head of young cattle, most of which are registered. It is the plan to eliminate all grade stuff as soon as possible, keeping strictly the best of registered stock. We have an exceptionally fine young bull from the best American Holstein stock. With our seven cows in advanced registration and the high class young heifers coming on, we should have an exceptional herd at the end of the next biennium. Federal and State inspectors have completed the tuberculin test of our herd and certified to the fact that we have no trace of tuberculosis.

There are now 68 head of fine Duroc shoats and 12 old hogs. A determined attempt to get rid of a mouth disease which has infected the hogs of the farm for several years, has resulted successfully, we trust. The registration of the hogs has been neglected for some

years past. We expect to get a foundation gilt and breed up a new herd. All the hogs on the farm are pure bred, but few are registered. A high class male has already been secured as a beginning on the proposed new drove of registered Durocs. With the hogs as with the cattle and other stock, we wish to have the best, in order that we may teach the boys a love for pure-bred stock, and at the same time serve the stockmen of the State well by providing the right kind of breeding stock for various herds.

During the summer of 1920 a small flock of 70 sheep was purchased. These were herded on the campus and served well to keep the grass down, at the same time the increase provided mutton, an enjoyable change in variety of our summer's meat. We have several low places on the farm where willows grow in rank profusion. These will be turned into sheep pasture as our flock increases.

The flock of Buff Leghorn chickens was materially increased in 1920 by the purchase of 600 day-old chicks, besides hatching a goodly number in our own incubators. We propose to add a few colony houses during 1921 and increase our flock of hens to 1000 in order to provide an abundance of eggs for summer and winter use.

We are also fencing off a five-acre low place which becomes a frog pond in summer, and will add both ducks and geese to our poultry department. We need the feathers to make pillows for the boys' cottages and can use the excess fowls for holiday dinners.

### **HORSES**

There has been a special effort made to sell several head of horses, but owing to the conditions of the horse market, only three head have been disposed of. We now have thirteen mares, seven geldings, one stallion and two head of colts. We need but seventeen horses to handle the work of the farm. As spring opens up we hope to get rid of our excess. A pair of registered English Shire mares and a young Shire stallion is the present foundation of a future herd of blooded draft horses.

The loss of a few sheep by bloating, four cattle and two horses by the same process, one horse by accident and a few pigs by mouth disease represents the total casualties among our stock during the biennium.

We look forward to the time when every animal on the place shall be pure bred and high class.

### **ACCOMPLISHMENTS DURING THE BIENNIUM**

During the biennium ending December 31, 1920, there has been an unusual activity in many departments of the school. To merely list the main features of this work would give but a faint idea of the real work completed, but space will permit of little comment on any one item.

First of all, the girls' cottages, two in number, have given extended employment to the larger boys of the school. All the excavating, the hauling of materials such as gravel, sand, cement, brick, lumber, the concrete work for foundations, the manufacture of the backing-up brick, the laying of the same, the laying of much of the facing brick, the setting of beams and partitions, the complete roofing and the lathing are accomplishments already credited to the boys. A conservative estimate would put the value of the boy labor on these two buildings at \$40,000.00.

The ditch for water mains to the new buildings, six feet deep and a half mile long, and the laying of the pipe in the same was also completed.

The building of a new granary and chicken house, the repairs on the roofs of four cottages, the making and installation of wooden lockers in each company, the complete overhauling of the basements in the two cottages, including plastering, painting and plumbing. Constructing two large canal bridges, building 800 feet of concrete tunnel for the main heating pipes, the replacement of old pipes and insulation with new, the installation of an additional boiler in the heating plant, the complete building of a 12-stall garage and auto shop from cement blocks, made in our own mason shop; while all along keeping up the repairs on all buildings, properly attending to crops, stock and ditches, all go to make up two very active years, especially when we consider that the long winters and the school attendance of our boys and girls effectively obviate a long season for outside work. It is only by concentrated efforts and efficient handling that our boys are able to make such a showing of accomplishments while learning their trades.

#### HEALTH

In general the health of the school has been good. The whole plant has been under quarantine three times during the past biennium. The quarantine of March, 1919, was for the "flu." Nearly all of the officers and children were affected by the disease, but so effective was the medical attention and nursing that all recovered save one. The quarantine of 1920 was again for the "flu," but no one contracted the disease. The third quarantine came in June, 1920, for smallpox. Vaccination and fumigation prevented any spread of the disease. We are now vaccinating every boy or girl upon admission to the institution.

We have had a few cases of mumps, 10 cases of chicken pox, 55 cases of tonsillitis. There have been no bad accidents during the entire biennium. One of the remarkable features of the school to observing visitors is the rugged picture of health that our boys and girls present.

### RECOMMENDATIONS

First. The completion of the girls' cottages at an early date is imperative. The Idaho law specifically states that no more than 25 children shall be housed in any one cottage. On account of lack of room we have as high as 65 in such buildings. When the girls are located one-half mile from all other institution structures, we shall use the cottages thus vacated for boys. Even with these additional facilities, the present enrollment would place 35 boys in each building. The separating of the boys and girls into two institutions will result in greater expense for maintenance, but should make the work more efficient. We expect to increase materially the effectiveness of our labors in reclaiming girls by new methods and better facilities.

Second. *Gymnasium*.—Why an institution of this kind should be without a gymnasium is a question that is uppermost in my mind. Six long months of winter that preclude any regular exercise out of doors. "Play rooms 24 by 32 feet for 60 boys! No apparatus, no director, no opportunity but to sit on long benches from 6:30 to 8:30 each evening and each entire Saturday afternoon, every holiday and each Sunday. Most of these children have been denied the privilege of wholesome play all their lives. To continue this is almost criminal. This school, above all others, should have a good gymnasium where we can teach our boys and girls the games that make for clean sports and high ideals; give them the drills and exercises which will tend to correct bad habits or physical imperfections. We are asking for an appropriation of \$20,000.00 to build a modern gymnasium. This should cover the cost of materials. We shall make our own brick and do all required to construct the building. In this way we may hope to get a \$50,000.00 structure that will add greatly to the efficiency of our work.

Third. A recommendation for the passage of an amendment to the present law which will admit to the Industrial School most girls afflicted with venereal diseases. This will necessitate the finishing of an attic in one of the new buildings as a quarantine ward. It is now asserted on good authority that there are at least 50 girls in the State under 18 years of age who should be committed to this institution, but may not be received by us on account of their diseased condition. Most certainly they are a real menace to society and should be taken in for treatment. Therefore this recommendation both for law amendment and the provisions necessary to care for such charges.

To care for boys similarly affected we need no additional facilities, for strange to say, but two or three boys, so far as we can ascertain, have ever been committed to the school who were at the time affected with venereal diseases.

Fourth. A complete readjustment of salary schedules and assignments is recommended to become effective when the change is made

separating the boys and the girls. This schedule to be perfected and in the hands of all who are interested at least two months before it becomes effective. The schedule to be based fundamentally upon the study made by Dr. Slingerland of the Russell Sage Foundation.

### BUDGET

#### IDAHO INDUSTRIAL TRAINING SCHOOL

1921-1922

#### I. MAINTENANCE.

1. Salaries .....	\$ 98,400.00
2. Operation .....	
a. Food .....	45,000.00
b. Clothing .....	16,950.00
Boys .....	\$9,000.00
Girls .....	3,700.00
Shoes .....	4,000.00
Miscellaneous .....	250.00
c. Heat, light and power .....	30,700.00
Oils and gasoline .....	\$ 700.00
Coal and freight .....	22,000.00
Power and light .....	7,000.00
Miscellaneous .....	1,000.00
d. General .....	9,350.00
3. Repairs, improvements, replacements .....	30,627.00
Tools and machinery .....	\$ 8,645.00
Furniture, fixtures, equipment .....	9,647.00
General replacements, repairs .....	10,335.00
Miscellaneous .....	2,000.00
4. Departmental .....	41,381.00
5. General .....	5,200.00
Traveling expenses superintendent .....	\$ 700.00
Parole expenses .....	2,500.00
Expense returning escapes .....	2,000.00
6. Contingent .....	2,500.00

#### II. CAPITAL ADDITIONS

1. Completing girls' cottages .....	16,700.00
2. Furnishing girls' cottages .....	25,500.00
3. Quarantine and hospital in girls' cottages .....	5,000.00
4. Gymnasium .....	20,000.00
5. Ice house, brooder house and rabbitry .....	1,500.00
6. Shed for threshing outfit and machines .....	600.00

Total appropriation .....\$349,408.00

Estimated net surplus farm sales.....\$ 4,000.00  
 Estimated income endowment interest..... 30,000.00

Total income .....\$ 34,000.00

\* NOTE—A more complete report will be furnished on application to the superintendent. The complete report is printed by the boys of the school.

# STATE SCHOOL FOR THE DEAF AND BLIND

## REPORT OF SUPERINTENDENT

### *To the State Board of Education:*

In August, 1920, Mr. W. E. Taylor, Superintendent of the State School for the Deaf and Blind, resigned to accept a position in the Montana School for the Deaf, and the management of the Idaho School was entrusted to me. Having taken charge so late in the biennium, it is a little difficult to give an adequate survey of the past two years in the life of the school. However, I shall present the *status quo* of the plant and suggest somewhat of our aims and ambitions for the future.

Since the last report made by Mr. Taylor, two new buildings and a silo have been erected, and a 10-acre tract rented to raise corn for silage.

### NEW BUILDINGS

The new Industrial Building was opened for use in the spring of 1920, when the carpenter shop, shoe shop, broom factory and basket making classes were all established therein. One room was reserved for a printing office, and at this writing the press and other equipment has just been installed, a printer engaged, and printing added to our list of trades, with four promising deaf students to begin with. The printing of this report will be their first real job. In the Industrial Building are also located a fine gymnasium and a boiler room with coal bins adjoining. For lack of funds, it has been necessary to postpone the setting up of boilers which were bought this year, but which must await installation until money is provided by the Legislature for the purpose. In the meantime the building is heated with coal stoves.

The problem of heat almost prevented the use of the new dormitory and school building this fall, but a boiler was at last procured for temporary use, which furnishes heat for about two-thirds of the building, the radiation in the rest of the rooms being cut off.

There being no available funds to furnish the building, it has been necessary simply to employ what we had and to bring back into use old discarded shades, desks, beds, etc., and to have temporary lighting installed. It is very essential that this building be completed and furnished. A very beautiful auditorium at the south end of the building stands in need of seats, shades, lights and curtains.

### NEW DEPARTMENTS

Several new departments have been opened this fall. Besides printing, already mentioned, piano tuning has also been added to our



trades. Three blind boys and a girl are now taking this work. Physical culture classes have been started for both boys and girls. For lack of equipment this beginning is small, but the large boys and girls have regular class work three times a week and supervised games are conducted with the smaller children.

Classes in drawing have lately been opened for all children over the third grade. On the small amount which could be set aside for this purpose, only one lesson a week is provided for each class, but we hope gradually to enlarge this department. Much latent talent awaits development. Art to the deaf should be much what music is to the blind.

Shortage of trained teachers has always seriously hampered the education of the deaf and the blind and of late years especially. There are two vacancies in our teaching force which we have been unable to fill except with substitutes. For these reasons a Normal Training Department has been inaugurated in which three students are enrolled for the current session. While doing their practice teaching, these young women render valuable assistance to our regular teachers, each of whom is working with at least two grades. It proposes to give such training during the course of one school session as will fit young women who have had at least high school education with knowledge and experience sufficient to enable them upon graduation to take positions as regular teachers. Certificates will be given them which will constitute recommendations for teaching positions in any state school in the United States. So far, board, lodging, and training for normal students have been provided free of charge.

#### LIBRARIES

The added space made available by the two new buildings has permitted the use of vacated rooms for a larger music room and for two reading rooms, one for the deaf and one for the blind. At present both libraries are being recatalogued and put in order. The libraries must regularly be added to and one of the teachers or officers appointed librarian. Tables and racks are being made in the carpenter shop to facilitate the handling of current magazines and newspapers.

#### SCHOOL PAPER

It is planned to begin in January the publication of a monthly journal which will find circulation among the students and their parents and friends. It will also be sent out as an exchange to all the schools in the United States.

#### YARD, FARM AND GARDEN

An appropriation has been asked of the Legislature for the purchase of land adjoining the school. Owning the land on which to raise silage will be less expensive than renting and permanent improvement more impelling.

Small fruits and vegetables in sufficient quantities to supply our

needs will continue to be raised and a few hogs fed on slop and waste silage which would otherwise be thrown away.

Plans for the future include the construction of an implement shed and improvement of the farm lot. A new runway will be made for the hogs, new fences and a feed rack for the cow lot and a yard equipped for chickens.

Our Holstein herd of seven cows, though numerous enough, is not highly bred, and gradual improvement by purchase or exchange can be made at relatively small expense. Well-bred heifer calves should bring three times the ten dollars we now receive for ours.

Plans are being considered to make the grounds more attractive by laying walks and a driveway, planting trees and shrubbery, and enlarging the lawn.

#### ATTENDANCE

The last biennial report shows a total attendance of seventy-nine. At this time we have enrolled eighty-five, as follows:

Present December 31, 1920	
Deaf boys .....	30
Deaf girls .....	30
Total .....	60
Blind boys .....	14
Blind girls .....	11
Total .....	25
Grand total .....	85

Although an increase is hereby shown there are reasons to believe that the school is not yet in touch with all the deaf and blind children of the State, as it should be. Judging by statistics from other states, the Idaho school should have an attendance of well over a hundred students. Every effort will be made as in the past to bring the school into the knowledge of those who need it, and especially to encourage parents to enroll their children as early as possible, so that advantage may be taken of the language instinct of young children to give them at the proper age a solid foundation for the acquisition of English. This is especially essential in the case of deaf children. Our proposed school paper will facilitate communication between home and school and may result in added attendance.

#### HEALTH

The small percentage of serious illness in this school is rather remarkable, but there are many minor and incipient affections, such as suppurating ears, chronic tendency to tonsillitis, enemia, etc., which should be under the constant supervision of a physician, and which, with preventive measures and minor operations, such as tonsilectomy, in mind, prompt me to recommend the placing of a regularly employed school physician on our monthly payroll. A dentist is also needed who will make regular visits of inspection and save teeth that would be lost if neglected.

### METHODS

In the instruction of the deaf the oral method will continue to be used, with ever-increasing effort to make speech and lip-reading the normal means of intercourse for the deaf, both in and out of school. Chapel exercises are this year being conducted orally.

In the blind department all pupils below the fourth grade are being taught Revised Braille, which is now the universal print advocated for all schools and libraries for the blind. All additions to our libraries as well as all new text books will be procured in Braille.

### INDUSTRIAL INSTRUCTION

Our industrial department has been somewhat in confusion, because the one instructor has been required to conduct too many branches. A special instructor for the blind in broom making, basketry, and rug weaving is much to be desired. It would be well to introduce the commercial element into our industrial work, raising standards by allowing our products to compete with others in the open market, thus presenting practically the monetary value of perfect execution.

### GENERAL SCOPE OF THE SCHOOL

The school stands for two ideals. With both the deaf and the blind every effort is made to overcome the handicap and bring the child as near as possible to the normal, to cultivate intensively the senses present to compensate for the lost one, and to encourage association with normal people. Courses of study are much the same as those in the public schools and methods differ only in the manner of presentation.

The second ideal is to provide each handicapped child with the means of making a livelihood in competition with normal people. Such occupations are chosen as are not dependent on the missing faculty, and such a degree of perfect workmanship must be cultivated as will recommend the worker in spite of deafness or blindness.

The benefits of the school are open to all children between the ages of six and twenty-one who are so deficient in hearing or sight as to be incapable of instruction in the public schools. All expenses of maintenance and instruction are provided by the State. The school is to be thought of, not as a charitable institution or asylum, but as a public school, coming under the school laws of the State and comprising part of the Department of Education. A boarding department is maintained only because of the necessity of a central location for convenience of attendance.

### REPORTS

Appended will be found financial statement for the biennium now closing and a resume of the budget of expenditures for the next two years, which will be presented to the Legislature in January, 1921:

FINANCIAL STATEMENT, BIENNIIUM 1919-20

Biennium 1919-20

Maintenance

Income—	
a. State Appropriation .....	\$ 96,824.00
b. Institution Earnings .....	278.06
c. Deficiency Certificates .....	3,500.00
Maintenance Total .....	\$100,602.06
Expenditures—	
a. Salaries .....	\$ 53,559.64
b. Operation and Expense.....	43,102.06
Total .....	\$ 96,661.70
c. Balance December 31, 1920.....	\$ 3,940.36

Capital Additions

Income—	
a. State Appropriation .....	\$ 63,250.00
Total capital additions .....	\$ 63,250.00
Expenditures—	
a. Laundry, printing and piano tuning equipment .....	\$ 2,500.00
b. Silo and walks.....	750.00
c. School building and shop.....	60,000.00
Total capital additions.....	\$ 63,250.00
d. Balance December 31, 1920.....	.....
Income—	
Maintenance—total .....	\$100,602.06
Capital additions .....	63,250.00
Grand total .....	\$163,852.06
Expenditures—	
Maintenance—total .....	\$ 96,661.70
Capital additions .....	63,250.00
Grand total .....	\$159,911.70

BUDGET—CONDENSED STATEMENT

Condensed Statement

a. Maintenance .....	\$160,585.83
1. Salaries .....	\$ 98,380.00
2. Operation .....	18,068.00
3. Equipment, expense and supplies....	44,137.83
b. Capital Additions .....	\$ 25,050.00
1. Lands .....	\$ 5,000.00
2. Walks and driveway .....	1,000.00
3. Implement shed .....	350.00
4. Heating distribution system.....	12,500.00
5. Septic tank .....	1,200.00
6. Equipment of new dormitory.....	3,500.00
7. Equipment of gymnasium.....	1,500.00
Total for biennium.....	\$185,635.83



# VOCATIONAL EDUCATION

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## REPORT OF THE DIRECTOR

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*To the State Board for Vocational Education:*

By the enactment of Chapter 53 of the Session Laws of 1919, the Legislature accepted the provisions of the Federal Vocational Education Act popularly known as the Smith-Hughes Act, designated the State Board of Education as the State Board for Vocational Education, designated the State Treasurer as the custodian of all moneys received from Federal appropriations for vocational education, appropriated \$38,419.77 from State funds to offset the Federal appropriation for the biennium, and made a continuing appropriation for each biennium of a sum not less than the sum to which the State of Idaho is entitled from the benefits of the Federal Vocational Education Act. Chapter 53 also designated the Commissioner of Education as executive officer of the State Board for Vocational Education, he having been including with his other duties that of acting as Director of Vocational Education for the preceding year and a half.

Appropriation of the above-named amount from the State to offset the Federal appropriations made possible the employment of specialists to administer for Idaho the State and Federal Vocational Education acts. The State Board appointed a Director of Vocational Education, who, upon June 1, 1919, entered upon his duties. These included the selection of suitable supervisors, as contemplated by the Federal Act, and the promotion and initiation throughout the state of vocational courses of secondary grade in agriculture, trade and industrial subjects, and home economics. The direction and extension of the work of training teachers for these three lines of secondary education also formed part of the duties of the Director. These various activities are discussed under suitable heads below.

### AGRICULTURE

The extent and varied character of the agriculture of the state emphasizes the importance of developing within the state a thorough-going and adequate system of secondary agricultural education and indicates that one of the chief obligations of the schools of the state is to train up a generation of young people to become efficient and successful farmers with a proper understanding and appreciation of farming as a life work. Accordingly, Idaho for years has been thoroughly committed to the principle of secondary education in agriculture.

In 1918 there were reported seventy-three high schools giving instruction in that subject. In practically all of those schools, however, instruction in agriculture was of the academic, or "bookish" type. Some five schools—Blackfoot, Buhl, Lewiston, Twin Falls and Idaho Falls—that year had instructors well trained in agriculture and definitely met the standards of instruction set up by the Federal Board for Vocational Education. For the great majority of the other schools reporting such work in 1918, however, it may safely be said (1) that absolutely no standards for secondary agricultural education existed; (2) there was no direct supervision of agricultural education in such schools; (3) the teachers giving the instruction were usually wholly untrained in agriculture; (4) there was no attempt to connect the class room instruction with actual farm practice and experience; (5) there was no definite vocational trend to the instruction given in agriculture; and (6) the instruction was of such a nature as to be unattractive to boys from farm homes such as now constitute 95% of the membership of classes in agriculture conducted in accordance with Federal and State vocational education standards and regulations.

Improvement of the type of agricultural education offered was planned by a number of high schools for the fall of 1918, but scarcity of trained teachers owing to the war made it impossible for more than two additional schools—Boise and Lapwai—to meet the necessary requirements that year. The school year closing June 30, 1919, consequently showed only seven high schools meeting vocational standards in agricultural instruction. The enrollment of these schools in classes in agriculture was 230 pupils, all but ten of whom were boys. All of these pupils carried on agricultural practice under the supervision of an instructor trained in agriculture, and by such labors raised products valued at \$27,000.00, involving 732 head of livestock and 322 acres of crops.

The appointment of a Director in June, 1919, to devote all his time to the work of vocational education enabled development to be made among the school men of the state of a more sympathetic understanding of the aims and provisions of the Federal and State vocational education acts. The return at this time, too, of young men from the war services made available to the schools a larger supply of properly trained teachers for agricultural instruction. As a consequence the number of schools offering vocational courses in agriculture in the fall of 1919 increased to twenty, with an enrollment of 596 pupils.

These pupils carried out farm practice or "project" work under the supervision of their instructor in agriculture, and in the fall of 1920 440 of them who had completed their projects reported data to this office to show 75 acres of corn, 300 acres of wheat, 24 acres of truck crops, 94.5 acres of potatoes, 75 acres of oats, 55 acres of barley, 46.5 acres of sugar beets, 48.5 acres of beans, 32 acres of

alfalfa, 60 acres of rape, and 10 acres of orchard crops raised by students of agriculture in the twenty high schools designated as vocational schools in agriculture. There were also 14 work horses, 134 dairy cows, 336 beef cattle, 241 hogs, 247 sheep, 1,511 poultry and 2 stands of bees produced and cared for by such students of agriculture. In every instance records showing cost of production, yield, etc., were kept by the pupils and checked by the instructors who supervised their work. In a great many cases the pupil actually owned and was given the financial profit from the project. The total—494 projects completed by 440 pupils—shows an aggregate financial income from the supervised agricultural practice of pupils taking vocational courses in that subject in the year 1919-20 of \$91,760.50. While it is not held that large financial income is the important aim of the practice work, none the less this data as to the character, extent and financial value of such work indicates that secondary agricultural education under vocational standards is truly practical.

The rapid growth of the number of schools offering vocational instruction in agriculture in the summer and fall of 1920 necessitated the employment of a full-time supervisor for agricultural education, that work having been handled formerly under a part-time arrangement. Mr. George E. Denman, instructor in agriculture in the Twin Falls high school, was selected for this position and took up his work July 1, 1920. Thus far in the school year of 1920-21 there have been thirty-one schools conducting approved work in vocational agriculture, an increase of 55% over the previous year and an increase of 342% since the appointment of a Director.

These 31 schools enroll in classes in agriculture a total of 889 pupils, about 95 per cent of whom are boys from farm homes. These boys are under teachers who are thoroughly trained in agriculture, most of them being graduates from departments of agriculture in standard agricultural colleges. All these teachers are required to have had not less than two full years of farm experience before they begin their work as teachers.

Frequent visits are made by the Supervisor to insure the performance of a high quality of work and to assist instructors in every way possible. Monthly reports are required from each teacher and a small monthly bulletin is issued and sent to all high schools in the state to give suggestions as to courses, methods, reference books, texts, etc. A week's conference of agriculture teachers was held in July, 1920, and will be continued each year for the construction of courses in agriculture adapted to Idaho condition, training of inexperienced teachers, etc. Promotion of additional instruction in agriculture, involving the addition of other schools to the present list designated to receive reimbursement, is also a part of the Supervisor's duties. Lack of a sufficient supply of properly qualified teachers, and also lack of sufficient funds to reimburse all schools applying, will hamper the expansion of this work somewhat, although there are



now 15 additional schools asking consideration of their courses for reimbursement in 1921.

Contests in livestock judging between teams representing schools giving instruction in vocational agriculture were held in connection with the State Fair in October at Boise for schools of southern Idaho and in connection with the Lewiston Livestock Show in November at Lewiston for schools of northern Idaho. Seven schools competed at Boise and four at Lewiston, the Twin Falls team and the Lapwai team being the respective winners. The Lapwai team entered the Tri-State Stock Judging Contest at Portland held in connection with the Pacific International Livestock Show, and by winning again were pronounced the best livestock judging team from any high school in the northwest. Earlier in the year, in September, the Lapwai team had won first place in the Tri-State Livestock Judging Contest held at Spokane in connection with the Spokane Interstate Fair. Inclusion of this matter in this report, as you will recognize, is for the purpose of indicating the practical character of the instruction in agriculture offered under State and Federal vocational regulations.

The possibilities for the future development of vocational instruction in agriculture in Idaho are very great. The major industry of the state is agriculture; there are many high schools serving an almost exclusively rural population; there is a sympathetic attitude toward this work on the part of those in charge of the public high schools; this type of education has the endorsement and hearty support of the patrons of the schools, including the farming population. Lack of funds on the part of the school districts and lack of a sufficient supply of trained teachers, as mentioned earlier in this report, are the chief handicaps at the present time to a very rapid expansion of this form of vocational education.

Under the present regulations of the department schools maintaining approved courses in vocational agriculture are reimbursed from vocational funds to an amount not to exceed one-half the salary of the vocational teacher. The maximum reimbursement to any school district is \$1,000.00, although very few districts have qualified for that amount. Under financial tables in a separate report to be published will be found details of all reimbursements and other expenditures of the department, the tables presented herewith being condensations from the other report referred to.

Condensed statements of enrollment statistics are also presented herewith, the fuller detail being given in the above mentioned report.

#### TRADE AND INDUSTRY

Owing to the absence of any large cities in Idaho, and to the fact that the industry of the state is chiefly agricultural rather than industrial, training for the trades and industries had found but very small place in the educational system of the state prior to the passage

of the Federal Vocational Education Act in 1917. What work of that character had been done consisted chiefly of a brief course in tractor operation conducted by the University, and of machine shop, auto-mechanics and other trade courses at the Idaho Technical Institute.

During the year 1917-1918 the scarcity of laborers and high wages kept all young men not in the army profitably employed. Both the University and the Technical Institute, however, conducted trade training for the army under the S. A. T. C. organization, and the Boise high school had one class in radio-buzzer work. The fall of 1918 and the spring of 1919 saw but four trade classes developed to meet State and Federal vocational education standards: at the Technical Institute an evening class in mechanical drawing for railroad shop men and a short course for truck and tractor mechanics, and at Mullan and Burke two schools conducted by the State Board for Vocational Education for instruction in underground mining operations. The latter were pronounced by agents of the Federal Board unique among all the vocational schools of the United States. The teacher was a mining engineer who had had long practical experience in all mining operations, and the pupils were chiefly young discharged soldiers without any experience as miners. The school was 1400 feet underground and the school work consisted of actual practice in operating machine drills driven by compressed air, handling dynamite and blasting, "mucking" out the broken rock, barring down the shattered roof to make it safe, and the cutting and placing of supporting timbers as the work progressed along the vein. Applications for this instruction for a time exceeded the capacity of the classes, but the strike in the Coeur d'Alene mining region in the summer of 1919 caused suspension of these classes.

In June, 1919, the State Board appointed a Director, who also acted as Supervisor of Trade Education, and active efforts were made to develop trade education in the state wherever feasible. The lack of teachers trained to give trade instruction was recognized and efforts were made to produce such teachers both at the teacher-training institution and by the employment of an itinerant teacher-trainer. Mr. Sol E. Hutton was selected for this position, his duties being to find trade workmen of good intelligence who might be willing to teach and to assist them in organizing the content of their trades into proper teaching units and sequences. Instruction was also given these men in the operations and methods of teaching, and assistance was given them by frequent visits when their teaching duties started to insure the performance of satisfactory instructional work. In this way a supply of trade teachers sufficient for the trade work of the year was secured.

It was evident that there were two lines of effort for the promotion of trade education: one the extension among school administrators of the state of information destined to give widespread un-

derstanding of the possibilities of such training and of the provisions for it under the Federal and State vocational education acts, and the other, the establishment of cooperation with employers in various industries whereby trade training might be given for employees in those industries. Neither of these lines of promotion should be followed to the exclusion of the other, each having its proper place in our educational and industrial system.

In the pursuit of the first mentioned policy personal conferences were held with most of the school administrators of the state to inform them of Federal and State requirements for trade education, and by these means there were developed 14 trade classes conducted in cooperation with public schools and institutions during the school year 1919-1920. Three of these were short intensive courses, called part-time courses, for auto-mechanics, running six hours a day for 24 days, held at Midvale, Weiser and Weston. One was a two-months' course in carpentry conducted during the summer by the Boise high school. The University School of Forestry was reimbursed for a trade class in timber cruising, the instruction being given "on the job" in the forests of northern Idaho. The Idaho Technical Institute, which under new administration had increased and greatly strengthened its trade courses of secondary grade, was reimbursed for all-day trade courses in auto-mechanics, carpentry, electrical wiring, and commercial dressmaking, for part-time courses in machine shop work and tractor mechanics, and for evening courses in automotive electricity, mechanical drafting and auto-mechanics.

This cooperation with schools and institutions in the promotion of trade work was supplemented by work of the vocational department in establishing contact with and training for various industries. Instruction in underground mining was resumed, the classes being transferred to the Ramshorn mine, near Bayhorse in the southern part of the state. Beet sugar factories of the state were visited and in cooperation with the management, instruction in the processes of the manufacture of beet sugar (sugar technology) was established in six of these factories, at Sugar City, Idaho Falls, Blackfoot, Paul, Burley and Twin Falls. Mathematics related to factory processes was also taught the workmen in these places, 360 men being enrolled altogether from this industry. The foundation was also laid for effective cooperation with the O. S. L. railroad in giving instruction to its employees.

During the summer of 1920, also, the possibilities of vocational training in the lumber industry, for both milling and woods operations, were carefully considered and cooperative arrangements were made with Mr. Huntington Taylor, manager of the Edward Rutledge Timber Company, at Coeur d'Alene, for an investigation in his operations by this department to ascertain for what lines of work training might be established and to determine the content of such training. Mr. C. E. Knouf, specialist in the employ of the United States

Forest Service, was employed to make this investigation and completed the mill studies in the latter part of November. As a result of this work, instruction was started in lumber grading November 29th at the Edward Rutledge Company's Coeur d'Alene plant and has been continuing successfully since that time with an enrollment of 60 men. The expense of the instruction is borne equally by this department and the company. Mr. Knouf is now continuing his investigations into the woods operations, and it is planned to establish classes for men in those occupations shortly. So far as the writer has been able to ascertain, the work of this department in the mills and woods constitutes the first instance in the United States of the establishment of vocational training for the lumber industry.

Trade courses were established in the fall of 1920 and are being successfully conducted by the Boise, Sandpoint and Twin Falls high schools. All three schools have day trade courses in auto-mechanics, and Boise in addition has a day trade course in printing. The Technical Institute has also been reimbursed to December 31st for part-time trade courses in commercial dressmaking, and for day trade courses in auto-mechanics, carpentry and machine shop work. This work at the Technical Institute is of a secondary school character and as such comes clearly under the provisions of the Federal act.

Enrollment in all trade classes for the school year 1919-20 amounted to 629 pupils, and to December 31st this year amount to 185 pupils. The addition of evening class pupils for the second half of the year will bring the number up to and above the total for last year.

In April, 1920, Mr. S. E. Hutton resigned his position in charge of itinerant teacher-training for trades, the vacancy being filled by the appointment of Mr. George E. Horton of Moscow.

A bulletin dealing with the analysis of the trade of an auto mechanic written by Mr. A. C. Gough of the Technical Institute, was published by the department in August. This bulletin was the first analysis for this kind of work thus far published and requests for copies have been numerous from this and other states.

Financial and statistical data is presented in detail in a separate report, condensed tables being included herewith.

## HOME ECONOMICS

1918-1919

The initiatory work of organizing Smith-Hughes vocational education in home economics took place during the year 1918-1919. Several high schools of the state were visited by a member of the University Extension Staff who reported conditions found in each school. Two high schools, Caldwell and Pocatello, organized courses in home economics on a vocational basis and received reimbursement for the same from the State Department of Vocational Education.

**1919-1920**

During this year a full time supervisor, Miss Georgia Belle Elwell, was appointed to supervise and promote education in home economics. Departments of home economics in 53 high schools were inspected and reports made of the work in these schools.

A tentative, detailed course of study was outlined early in the year and sent to teachers of the state for their reaction. This course was then completed and adopted by the State Board of Education as the standard outline of courses in all home economics subjects not only in schools giving special vocational courses, but for all high schools in Idaho.

This course of study is to be used throughout the four years of the high school and provides a complete and well rounded course in all home making subjects, food, clothing, home planning, furnishing and decorating, home health, hygiene and nursing, care of children, management of home finances and activities. In addition to home economics subjects, this state course of study gives outlines for related subjects to be taught in schools organized on a vocational basis according to the Smith-Hughes Act. These subjects include General Science, Art and Design, Economics and Sociology. Instruction in home economics and related subjects conforming to this state course of study is accredited for entrance to all higher institutions of learning in Idaho.

A plan for carrying on project work in home economics either in summer or throughout the school year is also outlined in this course of study. This plan includes suggestions for project work, lists of projects to be undertaken, and a report card for the same. The object of such work is to vitalize class-room instruction by connecting it definitely with home conditions and home duties.

This course of study is the first effort to standardize courses in home economics in this state, and its use will eliminate many undesirable conditions which have prevailed in the past. It provides a well rounded course and suggests proper time arrangements and credits for each course. The four-year course is so arranged that the first two years' work may be given independently of the last two years in schools where four years' work is not yet possible; or an alternation by years may be adopted, the first and third courses being given one year, followed by the second and fourth the next year.

As a result of the inspection and promotion work of the Supervisor, the number of schools carrying vocational programs was increased to five. These schools were Caldwell, Idaho Falls, Lapwai, Plummer and Richfield. Many other schools also became interested in organizing vocational programs for the following year.

The Supervisor of Home Economics held conferences for teachers in connection with the district institutes held in Boise, Coeur d'Alene, Moscow, Idaho Falls, Pocatello and Twin Falls. During these con-

ferences teachers of home economics subjects were given an opportunity to discuss their own problems, and to receive information and guidance for the conduct of their year's work.

### EVENING SCHOOLS

Evening classes were established and reimbursed during the year in two centers, Idaho Falls and Plummer. Courses given included home nursing, food study and millinery. (Evening school courses were given in several other places but were not reimbursed.)

### PROGRESS TO DECEMBER 31, 1920

Miss Georgia Belle Elwell, Supervisor of Home Economics, resigned in June, 1920, and the position was filled by the appointment of Miss Kate S. North, who assumed her duties August 15th, 1920.

From the interest aroused through promotion work of the previous year applications for approval of vocational programs were received from 26 schools. Of these, 17 have been temporarily approved and work is being carried on in the following places: Aberdeen, Boise, Caldwell, Eagle, Filer, Idaho Falls, Jerome, Lapwai, Meridian, Mullan, Nampa, Plummer, Sandpoint, Shelley, Shoshone, Spirit Lake and Weston. Some of these schools have adopted a four-year curriculum; others are attempting only two years' work. Each course of study embraces both practical work in home making subjects and work in those subjects directly related to home making, such as General Science, Household Chemistry, Art and Design, Economics and Sociology.

The schools making application for this year but not receiving approval, and many others, are planning to ask for recognition of their work during the coming year.

The course of study prepared and adopted during the previous year has been published as Idaho Bulletin of Vocational Education, Volume III, Number 1, "Course in Home Economics for Idaho Schools." This bulletin is now in the hands of all school administrators and teachers of home economics in the state, and is in use by a majority of schools. Numerous calls from other states for copies of this bulletin indicate its usefulness in the field of home economics education. The bulletin contains suggestions of value to teachers of home economics, discusses arrangement of equipment, and gives lists of equipment, texts and reference books, magazines and illustrative material.

The character of work in home making subjects in all high schools of the state is steadily improving. The Supervisor inspects and aids all schools offering such courses, those not designated as vocational schools as well as those designated and receiving reimbursement. The published state course of study is generally used and enables each school to bring the content of its courses to the prescribed standard. Proper time allowances are being insisted upon, both as to the length

of class periods for home economics and as to the number of periods per week devoted to this work to put it in proper relationship to other parts of the high school curriculum. Work is required to be intensive and detailed but practical, and of a type to be of use in the homes of the community. It is planned to establish a program of home projects during the summer by which the work done in school may be extended to the home under the supervision of the teacher. One school has employed a teacher of home economics on a full-time basis and other schools are contemplating the adoption of such a plan.

#### **PART-TIME SCHOOLS**

The provision made by the Federal Act for giving aid to part-time home economics schools has not been utilized in Idaho and cannot be used to advantage at the present time as the number of women and girls employed in industry is small. Part-time education, too, is difficult to administer without a compulsory law, the wisdom of which, in a pioneer state such as Idaho, may well be doubted.

#### **EVENING SCHOOLS**

There is widespread interest throughout the state in the possibility of evening school instruction and in the duty of the school to establish relationship with the community by this type of instruction. Attendance at evening schools is more easily secured during the winter months; organization of these classes has not yet started, but it is estimated from present plans that there will be a least 20 evening classes in home making subjects carried on during this year.

Financial and statistical data will be presented in detail in a separate publication, condensed tables being given herewith of expenditures and enrollments.

#### **MECHANIC ARTS**

The so-called "manual training" courses throughout the country have become highly formalized and in many instances bear no practical relation to the industries upon which they were founded. It is felt that much greater emphasis should be placed upon the practical features of this kind of work. The manual training shops and classes in many schools of the state were visited and recommendations made for the inclusion of work in concrete, iron, soldering, harness repair, and larger and rougher forms of construction in wood. An effort is thus being made to give the mechanic arts work in high schools a trend in the direction of very practical work in farm mechanics. Careful study was made of all mechanic arts subjects and complete courses for the four years of the high school were constructed by this department and published in the State High School Manual.

**COMMERCE**

A study of the courses in commerce offered by a number of the high schools was made with a view to a more complete standardization of such work throughout the state. Mrs. Nellie M. Caster of Blackfoot was placed in charge of this work and visited leading high schools in Oregon and Washington, as well as those in Idaho. Mrs. Caster and the Director attended a conference at Seattle called by the United States Bureau of Education to discuss courses in commerce and the training of teachers for that work. In cooperation with other teachers, Mrs. Caster constructed courses in commerce for each of the four years of the high school, these courses providing separately for secretarial work and accounting work. A combination course was also included for use by those schools unable to give the two courses separately. These courses were published in the State High School Manual.

Reimbursement was made during the current year from vocational funds to one class under the head of commerce, a class in salesmanship conducted in the Twin Falls high school. Federal vocational funds may be used for commercial subjects only in part-time schools, but there is no such restriction upon the use of State funds. The latter will not be sufficient in amount, however, to permit grants to aid many departments of commerce in high schools of the state..

**SUMMARY OF FINANCIAL STATEMENT OF RECEIPTS AND EXPENDITURES STATE BOARD FOR VOCATIONAL EDUCATION**

**Biennium 1919-1920**

<b>INCOME:</b>	<i>Federal Allotment</i>	<i>State Appropriation</i>
1. Federal allotment .....	\$38,419.76	
2. Balance Federal funds carried over from period July 1, 1918, to Dec. 31, 1918 .....	2,410.36	
3. Interest on Federal funds Jan. 1, 1919, to Dec. 31, 1920.....	425.52	
4. State offset to Federal allotment...	.....	\$38,419.77
<b>Total.....</b>	<b>\$41,255.64</b>	<b>\$38,419.77</b>
<b>EXPENDITURES:</b>		
1. Salaries of teachers— Agriculture .....	\$13,550.47	\$12,881.94
2. Salaries of teachers— Trade and industry.....	6,947.25	2,680.33
3. Salaries of teachers— Home economics .....	1,761.87	4,438.25
4. Salaries—Teacher training in agri- culture, trades and industrial sub- jects and home economics, includ- ing supervision .....	13,038.43	8,509.51
5. Expense—Teacher training in agri- culture, trade and industrial sub- jects and home economics, includ- ing supervision .....	4,704.29	9,909.74



6. Interest—remitted to Federal Government .....	*425.52	.....
7. Balance due school districts Dec. 31, 1920, and not yet paid.....	827.81	.....
Total.....	\$41,255.64	\$38,419.77

\* Under Federal Board requirements interest on Federal allotments must be remitted annually to the Secretary of the United States Treasury.

### STATISTICAL REPORT FOR VOCATIONAL SCHOOLS

January 1, 1919-December 31, 1920

#### AGRICULTURE

	<i>No. of Schools</i>	<i>Total En- rollment</i>	<i>No. of Tchrs</i>
Jan. 1, 1919, to June 30, 1919.....	7	230	7
July 1, 1919, to June 30, 1920.....	20	596	20
July 1, 1920, to Dec. 31, 1920.....	31	904	31
Totals.....	58	1730	58

#### TRADE AND INDUSTRY

	<i>Kind of Classes</i>	<i>No. of Schools or Courses</i>	<i>Total En- rollment</i>	<i>No. of Teachers</i>
Jan. 1, 1919, to June 30, 1919	Evening	1	10	1
	Part-time	3	52	5
	All-day	..	..	..
July 1, 1919, to June 30, 1920	Evening	15	427	16
	Part-time	8	145	9
	All-day	4	57	7
July 1, 1920, to Dec. 31, 1920	Evening	1	60	1
	Part-time	4	45	5
	All-day	7	80	7
Totals .....		43	876	51

#### HOME ECONOMICS

	<i>Kind of Classes</i>	<i>No. of Schools</i>	<i>Total En- rollment</i>	<i>No. of Teachers</i>
Jan. 1, 1919, to June 30, 1919	All-day	2	46	4
July 1, 1919, to June 30, 1920	Evening	3	48	3
	All-day	5	70	7
July 1, 1920, to Dec. 31, 1920	All-day	16	328	31
Totals .....		26	492	45
Grand Totals .....		127	3098	154

**PROPOSED UTILIZATION OF VOCATIONAL FUNDS FOR  
THE BIENNium**

**January 1, 1921-December 31, 1922**

	<i>Federal Allotments</i>	<i>*State Offsets</i>
	<b>\$45,544.19</b>	<b>\$45,544.19</b>
<i>Vocational Schools—</i>		
For salaries of teachers of agriculture.	\$15,544.19	\$15,544.19
For salaries of teachers of trade and industrial subjects and home economics .....	10,000.00	10,000.00
<i>For Maintenance of Teacher Training, Including Supervision—</i>		
Salaries, estimated .....	14,800.00	14,800.00
Expense, estimated .....	5,200.00	5,200.00
<b>Totals.....</b>	<b>\$45,544.19</b>	<b>\$45,544.19</b>

\*Under continuing appropriation made by Section 1008, Idaho Compiled Statutes.



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# IDAHO BULLETIN OF EDUCATION

VOL. IX.

JANUARY, 1923

No. 2

STATE OF IDAHO

Fifth Biennial Report

OF THE

## State Board of Education

—AND—

Board of Regents of the University  
of Idaho

INCLUDING

Report of State Superintendent  
of Public Instruction

1921-1922



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**Fifth Biennial Report**  
**OF THE**  
**State Board of Education**

—AND—  
**Board of Regents of the University  
of Idaho**



*Organization of the  
State Board of Education  
June 1921*

**INCLUDING**  
**Report of State Superintendent  
of Public Instruction**

**AND**  
**Reports of State Educational  
Institutions**

—  
**1921-1922**  
—

**BOISE, IDAHO**



# STATE BOARD OF EDUCATION

—AND—

## BOARD OF REGENTS UNIVERSITY OF IDAHO

MRS. J. G. H. GRAVELEY.....	Term expires 1924
<i>President</i>	
IRVIN E. ROCKWELL.....	Term expires 1925
<i>Vice-President</i>	
STANLY A. EASTON.....	Term expires 1926
<i>Secretary</i>	
HUNTINGTON TAYLOR, Coeur d'Alene.....	Term expires 1923
J. A. LIPPINCOTT, Idaho City.....	Term expires 1927
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.....	Ex-Officio

### COMMITTEES

*Business Administration*—Mrs. J. G. H. Graveley, Chairman; J. A. Lippincott, Commissioner of Education, Business Agent.

*Public Schools*—Mr. Stanly A. Easton, Chairman; Irvin E. Rockwell, Commissioner of Education, State Superintendent.

*Certification*—Commissioner of Education, State Superintendent.

*Executive*—One for each institution, composed of the Commissioner, the head of the institution, who is Secretary, and Board members as follows:

University—Stanly A. Easton, Chairman; Huntington Taylor, Mrs. J. G. H. Graveley.

Lewiston State Normal—Huntington Taylor, Chairman.

Albion State Normal—Miss Elizabeth Russum, Chairman.

Technical Institute—Irvin E. Rockwell, Chairman.

Industrial Training School—J. A. Lippincott, Chairman.

School for Deaf and Blind—Mrs. J. G. H. Graveley, Chairman.

### ADMINISTRATIVE STAFF

E. A. BRYAN.....	<i>Commissioner of Education</i>
ELIZABETH RUSSUM.....	<i>State Superintendent of Public Instruction</i>
A. C. PRICE.....	<i>Business Agent and Auditor</i>

### HEADS OF STATE EDUCATIONAL INSTITUTIONS

University of Idaho.....	A. H. UPHAM, <i>President</i>
Lewiston Normal School.....	O. M. ELLIOTT, <i>President</i>
Albion State Normal School.....	C. E. BOCOCK, <i>President</i>
Idaho Technical Institute.....	C. R. FRAZIER, <i>President</i>
Industrial Training School.....	W. D. VINCENT, <i>Superintendent</i>
Deaf and Blind School.....	ETHEL M. HILLIARD, <i>Superintendent</i>

### STATE BOARD FOR VOCATIONAL EDUCATION

MRS. J. G. H. GRAVELEY	HUNTINGTON TAYLOR
IRVIN E. ROCKWELL	J. A. LIPPINCOTT
STANLY A. EASTON	ELIZABETH RUSSUM
ENOCH A. BRYAN, <i>Commissioner of Education, Chief Executive</i>	
AUSTIN C. PRICE, <i>Secretary and Auditor</i>	
MELVIN S. LEWIS, <i>Director of Vocational Education and Supervisor for Trades</i>	



*To His Excellency, C. C. MOORE, Governor, and to the  
Honorable Senate and House of Representatives of the  
Seventeenth Legislature:*

In compliance with the law we have the honor to  
present to you the fifth biennial report of the State Board  
of Education and Board of Regents of the University of  
Idaho, for the biennium ending December 31, 1922.

Respectfully submitted,

MRS. J. G. H. GRAVELEY, *President.*

STANLY A. EASTON, *Secretary.*

Boise, Idaho, January 1, 1923.

**REPORT OF THE STATE BOARD  
OF EDUCATION**



# REPORT OF THE STATE BOARD OF EDUCATION

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## *To the Governor and State Legislature:*

The State Board of Education and Regents of the University of Idaho, which body is also the State Board for Vocational Education, would respectfully submit to the Governor and to the Seventeenth Session of the State Legislature the following biennial report:

Since its last report, the term of Ramsay M. Walker expired in 1921, and Stanly A. Easton of Kellogg was appointed to succeed him. The term of J. A. Lippincott of Idaho City expired in 1922 and he was reappointed. Mr. Evan Evans resigned as a member of the Board because of his appointment as Collector of Internal Revenue for this district, and Mr. Huntington Taylor of Coeur d'Alene was appointed to fill out the term which expires in April, 1923.

## ORGANIZATION OF THE BOARD

The present organization of the Board is as follows:

Mrs. J. G. H. Graveley.....	Boise .....	<i>President</i>
Irvin E. Rockwell.....	Bellevue.....	<i>Vice President</i>
Stanly A. Easton.....	Kellogg .....	<i>Secretary</i>

## ADMINISTRATIVE STAFF

The administrative staff of the Board, with minor exceptions, is the same as at the date of the last biennial report.

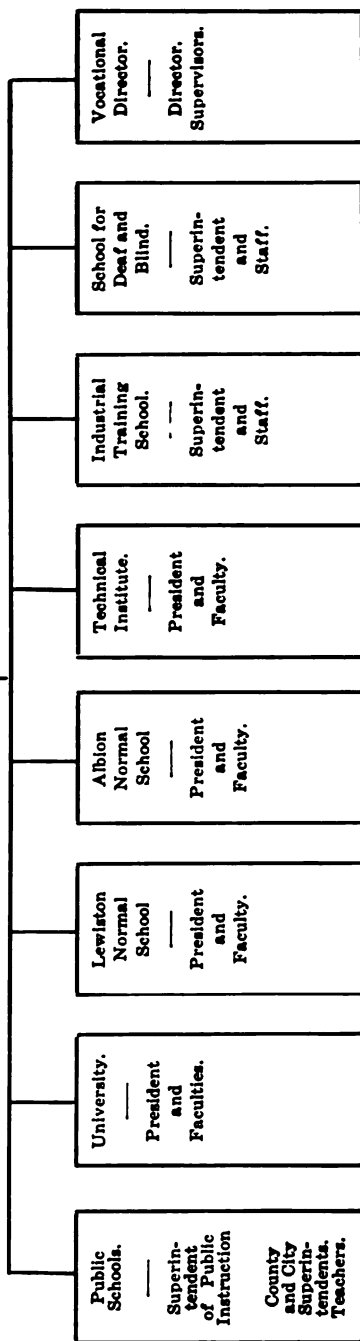
## RESPONSIBILITIES OF THE STATE BOARD

The State Board of Education was created by a constitutional amendment adopted in 1912. The reorganization of the laws to accord with this amendment took place chiefly in 1913. Under the provision of the constitution and laws, the Board is made responsible for the general supervision, government and control of eight subdivisions of educational work, to-wit: the public school system, the University, the Lewiston Normal School, the Albion Normal School, the Idaho Technical Institute, the Idaho Industrial Training School, the School for the Deaf and Blind, and the Department for Vocational Education.

The organization for work might be represented graphically as illustrated on page 8.

# THE STATE BOARD OF EDUCATION

## THE COMMISSIONER OF EDUCATION AND STAFF



Each of the eight grand divisions has an administrative head, who assumes chief responsibility for that subdivision. The State Board itself functions through its chief executive, a technically trained officer known as commissioner of education. The state superintendent, in addition to being the administrative head of the common schools, is also by law a member of the Board. After ten years of operation the system works satisfactorily, making for efficiency and economy in the educational work of the state and eliminating unnecessary duplication.

### **THE PERIOD OF RECONSTRUCTION**

The years 1921-1922 have been a period of economic reconstruction throughout the United States, and Idaho has felt the effects of it quite severely. The war inflation of credits, the decrease in the purchasing power of the dollar, and the necessary deflation have affected seriously the financial condition of school districts, as well as that of corporate and private business. Teachers' salaries rose more slowly and at a later period than ordinary wages, and the movement in that direction was arrested before it had gone far, by the rise of the period of depression.

The building of new school buildings had been checken by the war and has not resumed normal conditions.

The most serious handicap for school districts, except in special cases, has been due to increasing delinquency in the payment of taxes. The 1920 reports of the county superintendents show 429 districts in the red; 1921, 624 districts in the red; 1922, 646 districts in the red. Corresponding to this, 1920 shows 1092 districts with a balance to the good at the end of the fiscal year June 30th; 1921, 864 districts, and 1922, 832 districts with a credit balance. This tells the story of increasing tax delinquency. These reports are made preceding the July apportionment to districts. The number of districts in the red in 1922 is about the same as in 1921. The school districts, in the aggregate, in 1921 were \$751,767 in the red while in 1922 they were but \$321,234 in the red. While this is a nominal gain, it may not be so in reality but represents to a certain extent a funding of registered warrants by a bond issue under the provisions of Chapter 101 of the school laws of 1921. This condition, however, has led in many cases to the discounting of school warrants, even though the registered warrant bears 7% interest, and to a consequent increased cost of the schools. School boards should pursue the policy of making a levy sufficient to pay all charges to the end of the fiscal year without issuing registered warrants. The July apportionment will then enable them to pay cash from September to January.

On the whole, the financial condition of school districts in Idaho, apart from temporary delinquency in the collection of taxes, is fairly good.

The system of amortization bonding in common school districts is proving satisfactory and should be continued.

The total census enrollment of school children in the state between the ages of 6 and 21 years, for 1920, was 137,762; for 1921, 137,358; and for 1922, 142,772. The high school enrollment for 1921 was 14,840 and for 1922, 17,757, an increase of nearly 3000 or nearly 20 per cent over the preceding year. The demand of the citizens of Idaho for high school education for their children is clearly evident therefore.

#### **FEDERAL ENDOWMENT FOR COMMON SCHOOLS**

By the sale of the 16th and 36th sections granted to the State of Idaho by the United States, there has been received a permanent common school endowment which now aggregates \$8,887,161. The annual income from the loan of this endowment fund and interest on balance of purchase price of lands sold and from rentals of public lands, etc., yields a current income which justified an apportionment of \$4.26 for each census child of the state for the last fiscal year. The sale of land and timber belonging to this endowment should eventually yield a large annual revenue for the support of the common schools if it is properly husbanded.

It has been estimated that in the course of time the state should realize on its federal land grants for education sixty million dollars. Such estimates are little more than guesses.

#### **SPECIAL TAXES FOR SCHOOL DISTRICTS**

The Board of Education recommends that no change in the mill levy for common or independent school districts be made and no change in the limitation on the bonded indebtedness of school districts. The amortization system of bond issues for common school districts should be continued.

The law for common school districts was intended for small, rural one, two or three room schools; that for "independent" districts for large schools—especially those maintaining high schools. Several large districts, maintaining high schools and school wagons are attempting to continue to operate "common" school districts and have repeatedly asked that the ten mill levy be increased. Their remedy is manifestly the change to the so-called "independent" form.

Chapter 101 providing for the refunding of warrants or other indebtedness by the issuance of 20-year funding bonds by school boards expires by its own limitation with the year 1922. It should not be re-enacted nor should any similar law be enacted hereafter.

The high school tuition law has worked well except in a few cases. By proper local levies on the part of school districts and a judicious use on the part of the county superintendent of the 17% of the apportionment placed at her discretion, the local school ought

to be able to be maintained for the minimum term required by law and the tuition of high school pupils be paid.

The certification laws adopted by the 1921 legislature are proving satisfactory.

The laws relating to the condemning of school buildings on sanitary grounds ought to be made clearer and the responsibility therefor be definitely fixed.

The rural or union high school law is proving satisfactory except that the provision for county union high schools should be much simplified.

The one mill levy for maintenance of athletic fields and gymnasium in independent districts ought to be eliminated. The cost of these should be cared for as any other legitimate cost of maintaining the schools.

#### **THE STATE EDUCATIONAL INSTITUTIONS**

Every one of the state educational institutions with the exception of the School for the Deaf and Blind shows an increase in attendance. For the financial and educational details of the several institutions you are referred to the reports of the auditor of the Board, the commissioner of education, and the presidents, superintendents and directors of the several institutions, all of which are presented herewith.

The Board also submits as a part of its report the catalogs of the several institutions for the academic year ending June 30, 1921, and 1922.

The Board further submits separately, to be filed in the Governor's office as required by law, a statement of every expenditure during the period by each institution, setting forth (a) the number of the voucher, (b) the date, (c) the name of the payee, (d) the amount of the payment, and (e) what for.

#### **The Housing Situation.**

The housing of students in the several higher educational institutions of the state is a matter of greater and greater concern. The period when citizens of college communities competed for boarders or received roomers and boarders into their homes is largely a thing of the past. At the University, there are more than a dozen fraternity and sorority houses, but these house only about 300 out of more than 1200 students. As the institutions grow, not only must the increasing number be provided for, but the large number who were wont to live in private families but can no longer do so.

#### **The Policy of the Board Relative to Institutional Dormitories.**

Idaho is a new state with small assessed valuation and many demands for original construction, and thus far has not provided



buildings for laboratories, libraries, class rooms and offices to meet the growing demand, to say nothing of dormitories. The latter may be made a source of some income. A policy has therefore been adopted and carried into effect at Moscow and Pocatello to secure from private capital the building of dormitories, paying to the owners a rental from the room rentals received from the students, and at the same time building up a sinking fund with which to pay, with the aid of small appropriations from the state, for the building itself in the course of time. It was thus that Lindley Hall at the University, accommodating 150 students, and a similar hall at Pocatello for the accommodation of sixty students were built. The citizens of Lewiston have contemplated a similar relief for the Normal School at that place.

A still better plan has recently been adopted at Moscow whereby a local building company issues bonds, buys the land, builds the building and the Board of Education creates the fund from dormitory rentals out of which it guarantees an annual interest on the bonds and an amortized portion of the principal. To insure a sufficiently large fund to do this, it puts into the fund not only the income from the hall to be built but the income of Ridenbaugh and Jenkins Hall. With this basis, 7% bonds have been floated by the local company and a hall to house 120 women is now under construction at the University.

The object in view by the Board is to relieve the taxpayer of this burden and leave the way open for properly equipping the institution for instruction. The policy is intended to apply to the four higher educational institutions.

#### **The University.**

Stokers costing about seven thousand dollars at the University were installed, and during the last academic year made an actual saving in the cost of heating of over ten thousand dollars. A barn was burned and a new barn costing about eleven thousand dollars has been built from the insurance on old building and contents.

The reconstruction of parts of the main building and of the assay and mining buildings has been accomplished with satisfactory results.

A new science hall is an absolute necessity if the University continues to function properly. The provisions for physical education of both men and women are wholly inadequate.

The farm land belonging to the University is entirely inadequate and the land proposed by Dean Iddings to be bought should be acquired at the earliest possible time.

The budgets submitted by the Board have been thoroughly examined and in the amounts submitted are entirely approved.

**Extension Division of the University.**

The Board is constrained to call the attention of the Governor and legislature to the true analysis of an important problem.

A modern state university is not, as universities once were, a scholastic institution, remote from all touch of practical life, but an institution in touch at every point with the practical problems of human life in its industrial, economic and social relations—with its agriculture, its manufacture, mining, forestry, transportation and commerce. Our university is one of the "land grant" universities developed in the last sixty years, endowed by the United States government with 286 thousand acres of land, in order that it may fulfill these functions, so necessary in a great industrial democracy.

In the national effort to protect and further agriculture, the university has been created with three distinct functions. The first naturally was the scholastic function, namely, to teach young men the fundamental science on which agricultural science rests with some of its applications. After twenty-five years, from the Morrill act of 1862 to 1887, the results were deeply disappointing to the friends of agriculture. Then came the great Hatch act establishing agricultural experiment stations in the land grant colleges and universities. This, with the establishment at the same time of the U. S. Department of Agriculture, was the most vital and far-reaching step affecting our own and all civilized nations which followed in our footsteps. No man can measure the tremendous consequences to agriculture, to the United States and to the world which have followed this second step. We cannot discuss it—only point to it. While this began to affect agriculture through the development of agricultural science and the training of the youth of the land, it soon became apparent that it was not only too slow to meet our pressing needs, but that duty and national advantage demanded the *extension* of this knowledge to those immediately engaged in agriculture—to adults engaged in farming who had never seen and would never see a university.

The University thus became a new, a three-fold institution. First, a school for instruction of youth within its walls; second, a place for research and trial of agricultural science and its application—that is, an Experiment Station,—third, an extension of the university to the great body of our people engaged in agriculture—a university at every door and in every farm home that would receive it.

It took twenty-five years more after the great Hatch act to secure this third stage of development through congressional action. The great Roosevelt was one of the first statesmen to see whither agriculture was drifting and the need of this, and he pushed this third development with his great might. Of course he and everyone perceived that it could serve chiefly only one side of agricultural

production, and that there were other political and economic phases—such as transportation, finance, etc.—which must be approached in other ways and could not be reached by the agricultural extension of the university.

The third phase of the movement finally culminated in the Smith-Lever bill in 1914. The states must accept its provisions and enter into contract with the United States, if they are to receive its benefits. Not only Idaho but every other state accepted its provisions and by law undertook with the United States solemn engagements for carrying these into effect. We are not alone. Our Extension Division is not an abnormal growth of our University. It is a part of a great system, a great movement. That movement has affected all European nations and also oriental nations as well as the states. Idaho cannot become an anomaly and continue to function in the rank of progressive states.

The accident of the development of an extension in Idaho with headquarters at Boise is responsible for the ill-advised *feeling* that it is a thing alone and not an integral part of a great institution which we have fostered. It came about because about three-fourths to four-fifths of our agriculture is in the great Snake River valley of southern Idaho. Travel would cost less and service could be rendered more promptly in this way. Normally and properly, in most cases, its headquarters should be within the University buildings. Whether a mistake has been made by having these at Boise might be a question.

The repudiation of our agreements with the United States in connection with which Idaho has received great land grants and large annual sums for the United States cannot be considered. We do not present here any array of facts concerning nor any defense of the work of the Extension Division of the University. Counties are free to accept cooperation or reject it. They have not only accepted it but demanded it. What this Board wishes is that the place and functions of this part of the University may be understood by Your Excellency and the Legislature.

#### Lewiston Normal School.

A saving could be effected in the cost of heating by the installation of new boilers and automatic stokers and these are recommended.

The basement of the Administration building should be completed at the earliest possible date.

#### Albion Normal School.

The Board was estopped by action of the Supreme Court from transferring the Albion Normal School to Burley. The land deeded to this Board should be deeded back to the subscribers.

If the Normal School at Albion is not moved, the legislature should provide for the extension of the sewer system to meet the needs of the case.

Should the legislature decide upon the permanent policy of retaining the normal school at Albion, then the amounts collected for buildings at Burley should be appropriated at Albion for a central heating plant and added wings to New Hall.

#### **The Technical Institute.**

The growth of this institution has been remarkable. The funds hitherto appropriated for its support have been inadequate and it needs more and better buildings.

The new central heating plant costing \$45,000 was completed in the summer of 1921 and has thoroughly heated the buildings on the campus.

The school of pharmacy, the only one in the state, has proven to be a success.

The question as to whether secondary agriculture shall be taught in the Technical Institute was rendered more uncertain by the failure on technical grounds to receive the \$30,000 which appeared to be appropriated by the 1921 legislature for that purpose. The matter should be settled by adequate support for that purpose.

#### **The Industrial Training School.**

Attention is called to the recommendation of the Attorney General and the Commissioner of Education by which the Superintendent of the Industrial Training School shall not under habeas corpus proceedings be required to defend *de novo* the commitment of children to the school. By a decision of the Supreme Court, it has been made necessary in the case of the issuance of a writ of habeas corpus for the production in court of a child committed to the Industrial Training School for the superintendent of that institution to appear in any one of the forty-four counties of the state in which such writ might be issued and to defend the commitment *de novo*. It is quite clear that the superintendent cannot be in possession of the facts in the case nor would it be possible for him to justify the original commitment. An amendment should be made which would relieve the superintendent from such responsibility.

The two "cottages" for girls at St. Anthony have been completed. The boys and girls are completely separated. They cannot know each other's names, or faces, or personality. Both schools are under the same management and supported by the same farm and garden which is a great economy. The new buildings which have cost, complete, less than \$70,000, could not be built and equipped under contract for less than \$150,000. They are models of construction and convenience.

#### **Gymnasium at the Industrial Training School.**

It is little short of a crime to keep the large number of boys (nearly 200) through the long winter months incident to that lati-

tude and altitude (over 5000 ft.) without a proper place for physical training—so vitally essential to the reformation of the character of youth. If the state will provide the small sum of \$20,000 for material, the boys under their officers will build a gymnasium worth \$50,000. It will require a good while to do it but they will make the brick, make and pour the concrete, do all the carpenter work, mason work, including plastering, painting, etc., for a complete building and in doing so will go a great way toward becoming better and more efficient citizens.

#### **School for the Deaf and Blind.**

The reduced appropriation made by the last legislature for heating plant, including stokers, permitted but one boiler and stoker to be placed. The other boiler is in place. To complete its setting and buy and install the remaining stokers, an appropriation should be made.

#### **Executive Officers.**

Since our last report there has been no change in the heads of the several state institutions.

#### **Vocational Education.**

Under our cooperative agreement with the United States, the work of this department has been carried on very acceptably. Marked improvement in the efficiency of the work in our schools has been made which has been shown in part by very successful competition with neighboring states. The club work in trades and industries has attracted attention to Idaho throughout the United States.

The work on the rehabilitation of persons injured in industry is in its infancy, but shows good promise and is looked upon with great favor by labor.

#### **Americanization.**

While reports show considerable work along this line in the state, districts have been slow to undertake it as part of the public school program. The law should remain as it is.

#### **Boise Summer School.**

If this work is to continue, and its continuance is hereby recommended, by this Board, a separate small appropriation should be made for that purpose so that it may not further rest as a burden on the funds of the Lewiston Normal School.

#### **Financial Reports.**

A system of financial reports and budgets for independent school districts has been prescribed by this Board. Districts would profit greatly by better bookkeeping and more frequent audits of books.

**Legislation.**

The existing body of school law for Idaho is pretty satisfactory. Frequent changes are confusing. The Board, therefore, does not recommend any general revision of the school laws at this time.

Respectfully submitted,

STATE BOARD OF EDUCATION,

Mrs. J. G. H. Graveley,  
*President.*

Stanly A. Easton,  
*Secretary.*



**REPORT OF COMMISSIONER OF  
EDUCATION**





# BIENNIAL REPORT OF THE COMMISSIONER OF EDUCATION, 1921-1922

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## TO THE STATE BOARD OF EDUCATION:

When the legislature met two years ago, we had felt the first touch of the depression which was inevitably to follow the war. The legislature was very sensitive to these first indications and was in a spirit of retrenchment which led to heavy cuts in the appropriations for the state institutions. In all cases this has led to the most rigid economy. The country has gone through a great period of expansion and easy credit and high prices. The inflation had decreased the purchasing power of the dollar, so that teachers from primary to university grade had been reduced below a living wage. In the forecast for reductions a greater fall in prices was assumed than actually came to pass. For example, it was assumed that there would be a great fall in prices of coal and in freights, which was not realized.

Nevertheless, at this writing it appears that the institutions will close the biennium without a deficiency. The public schools have not come out quite so well. Deferred payment of taxes has put many districts into the red. An increase in the number of children and in enrollment has been coincident with this decline in available resources. The academic year just closed shows 142,772 census children, an increase of more than four per cent. over the preceding year. The easing of the demand for boy labor following the war may be responsible in part for the remarkable increase of nearly 20% in the enrollment in our high schools. In the one year the enrollment increased from 14,840 to 17,757. Nearly one-sixth of our enrolled children are in the high schools, a very remarkable record.

There has been a very considerable increase in the attendance of students in the university, and in the other three higher institutions. In addition to this, a very large number of students have gone out of the state to institutions in other states. These facts can show but one thing, namely, that the citizens of Idaho are determined upon the education of their children and will provide for that, even if it is necessary to deprive themselves of other things.

A slight decrease in the total cost of public school education for 1921-22 over the cost in 1920-21 is noted and a smaller total deficiency in the districts. The decrease in total cost of instruction and operation for the schools for the year just closed over the preceding year is about a quarter of a million. There is an increase in the bonded indebtedness of the districts which must in part be due to the funding of current debt under the provisions of Sec. 101, Chap. 215 of the School Code, though no system of reports in bond issues enables us to check on this amount. There were 200 more school dis-

tricts in the red June 30, 1921, than on the same date the previous year; on the same date of 1922 there were but 22 more districts in the red than in 1921, and the total deficiency for the state was \$321,234 as against \$751,767 in 1921.

#### **THE STATE TEACHERS ASSOCIATION**

The State Teachers' Association and the system of district associations in connection with district institutes continues to function. The enrollment is over 90% of the teachers and should be 100%. The Idaho Teacher is a creditable and useful organ which makes for the solidarity of our teaching body. The executive committee of our state association has decided to carry the general session to Pocatello next year and to Lewiston the following year. It was argued that this would give a larger opportunity of the rank and file of the teachers to take advantage of its annual meeting.

#### **SHORTAGE OF TEACHERS**

The teacher shortage which occurred during and immediately after the war is now a thing of the past. Our duty now is to secure as far as possible those who are best prepared and to insist on thorough preparation both academic and professional. The summer schools for 1922 enrolled over 1600 candidates for certificates as against 800 two years earlier.

#### **A HIGH SCHOOL INSPECTOR**

I point out again, as has been done in every biennial report for several years, that a high school inspector would actually save money in nearly every high school of the state, would prevent actual waste in many places and would at the same time improve the quality of the work done.

#### **TEXT BOOKS FOR INDEPENDENT DISTRICTS**

Under the law, Class A independent districts are authorized to adopt their own text books, both in the grades and high school. The State Board has adopted text books for the grades in all common and general independent districts. No recent changes of text books have been made by the Board, expiring contracts having been renewed. Most of the texts now in use have been in use from five to eight years. The Board is authorized by law to select text books for all high schools in common or general independent districts. It has not hitherto done so, but has waived this right. I recommend that, beginning with next spring, no change or new adoptions of high school texts be permitted without the approval of the Board. Since Class A districts are free in their adoption, it might be wise not to require absolute uniformity in the other high schools throughout the state. There is conceded to be an advantage in having texts in the smaller schools identical with those in the nearby large high schools. Other than this change of procedure, no change in text book legislation is recommended.

## HIGHER INSTITUTIONS OF THE STATE

For detailed statistical reports of the several institutions, you are referred to the reports of the presidents and superintendents submitted herewith.

### THE UNIVERSITY

The president of the University in his annual report in June called your attention to the very satisfactory growth of the University during the past five or six years, and pointed out the need of meeting this increased growth with adequate facilities.

#### Dormitories.

The building of Lindley Hall, a dormitory for boys, by a group of private subscribers living in Moscow, and its lease to the University was a notable step of progress in the University. It was the initial step to a new and important policy. The experiment has proved eminently satisfactory. The building at the outset housed about 100 students and, as you are aware, its capacity has this summer been increased to 150 by adding a third story.

The addition of Jenkins Hall, providing for about 30 girls, was in pursuance of the same policy, though the cost of remodeling an old dwelling makes this detail of more doubtful value. The same may be said of the Bartley cottage and the Phi Delta Theta house, each providing for approximately thirty girls. The larger justification for the purchase of these old residences lies in the necessity of acquiring the land on which they are situated for future use of the University.

#### Two New Dormitories.

For the sake of the record, you will permit me to recite the facts connected with present undertakings for housing students.

Last June President Upham reported the necessity for further provision for a net increase of 200 or more this year and suggested raising \$15,000 for temporary barracks or possibly \$30,000 for a more permanent girls' dormitory. Both cases looked to the obtaining from this legislature appropriation for dormitories. The commissioner pointed out, first, the inadequacy of the proposed provision; second, the improbability of obtaining appropriation at this time without jeopardizing other interests; and, third, the fact that the possible available revenues would justify bond issues by a bonding company which should provide much more adequately for permanent buildings.

The Board embarked on this policy and now has under construction a dormitory for women to house 120, and has financed a project for a similar and larger dormitory for men. It would ap-

pear, therefore, that the new policy which has been formally adopted will take care of future needs in that direction without calling on the taxpayer for appropriations for this purpose.

#### **Science Hall.**

More important even than the housing problem is the necessity for increased facilities for doing the legitimate instructional work of the University. Most pressing of the problems thus arising is the construction of a science hall.

A modern university must provide amply for fundamental science. A university in which agriculture, the mechanic arts, mining, forestry, home economics and pre-medical training, are integral and important parts, would be a travesty without such provision. It must not be forgotten that the largest single land grant in the triple federal grant for the university is 100,000 acres for a "scientific school." Our present inadequate provision for the fundamental sciences, so far as laboratories are concerned, is a disgrace to the State of Idaho. If we are to go forward, reasonable provision must be made for this most fundamental part of the university. The strictest economy on the part of the state requires that this be undertaken now.

#### **Future Buildings.**

Approaching in importance and with a stronger appeal to students is an adequate gymnasium. There are those who think of a gymnasium as merely a play place. It is vastly more than this and is as close to both the physical and mental development of the students and to his success in life as any literary or scientific department.

The vast importance of agriculture to the State of Idaho, the fact that large grants of land and money have been made by the federal government for this purpose, with an express contract on the part of that state that it would provide the buildings for agricultural education, and the present inadequacy of such provision, demand that we look forward at an early date to the construction of a large agricultural building. Nothing but the present depressed condition of agriculture in the state would justify postponing providing for the two important additions to the plant mentioned above. Not even this condition would justify further delay in building a science hall.

#### **Need of Larger Campus.**

Permit me formally to point out the need of looking ahead for at least the next fifty years, to proper provision for the college campus. Even now it is crowded and plans for future sites are disturbed both by lack of room and lack of knowledge of the direction of future expansion. Not less than thirty acres ought to be

added to the home grounds in the near future. Very costly to the older institutions have been the delays in providing adequate grounds.

I submit herewith the report of the president of the University and call your attention to the very interesting general view of the conditions as it appears to Dr. Upham after two years of administration of the institution.

#### **Expansion of Engineering.**

Idaho is a state calling for large works of construction in the development of its possibilities in irrigation, water power, highways, mines and mineral products and forests. I join the President in urging more adequate provision for engineering instruction.

#### **Architecture.**

The time is ripe for the establishment as an integral part of the College of Engineering of a department of architectural engineering. The head of such a department should be the architect of the University. Under a proper organization, such a department will cost no more than the ordinary architectural fees of the institution and will at the same time offer splendid opportunities to the youth of the state. In addition to preparation for the practice of architectural science, courses should be given in farm architecture and for girls in home economics, household architecture.

#### **Salaries.**

I would call attention to the data submitted by the president relative to salaries. While the financial condition of the state just now forbids that we should do the just and desirable thing in this matter, we should be conscious of our position in this matter and when conditions permit take steps in the right direction.

#### **Bureau of Mines.**

In a state that ranks so high in mining and in mineral resources as does Idaho there should be no backward movement which would permit us to lose the splendid work of the Bureau of Mines, or should cause us to lose the U. S. Branch Mining Experiment Station at Moscow.

#### **Highway Materials Laboratory.**

This laboratory should be retained and strengthened. The large demand for highway engineers makes this an absolutely necessary part of the instruction of civil engineers.

#### **The Future of the University.**

If Idaho as a state does her duty, the University has a very bright future. Throughout its history it has maintained high standards and it ranks high among state institutions. But it has been small and not well supported. It now has the confidence of the state

as well as the admiration of those outside the state who know of its work. If now, notwithstanding the temporary financial setback within the state, the state will hold fast to its attainments and ideals and properly meet the clearly manifest demand, the institution will return manifold the support given.

#### **THE TECHNICAL INSTITUTE**

If this institution is to function as one of the educational institutions of the state, its pressing needs must be met. It will require a distinctly larger appropriation than during the past biennium.

The remarkable growth of this institution under President Frazier is clearly shown by the statistical report. We have at this strategic center an institution which should be fostered in every way. It, too, needs a new and large building to meet its growing needs, and it is to be hoped that the present legislature will find the means of providing such a building.

I have no hesitation in urging the restoration of adequate means for the support of secondary agriculture. The new school of pharmacy is a success. The department of chemistry, biology and mechanic arts are in especial need of added equipment and supplies.

#### **THE LEWISTON NORMAL SCHOOL**

This school has over 300 now in attendance—the largest number at this time of the year in its entire history. Its average attendance for the year is very large.

Two new boilers and corresponding stokers would be an actual saving in the cost of fuel over their own cost. If possible, the basement of the new building should at this time be completed.

#### **New Curriculum.**

Both Normal Schools are operating under the new curriculum adopted by the Board. This curriculum is horizontal instead of vertical—that is, it prepares for primary, intermediate, junior, high school and rural school teaching, instead of for the departments of history, literature, mathematics, etc. In both schools the new program is showing good results.

#### **THE ALBION NORMAL SCHOOL**

I have elsewhere noted the growth and discussed the problem of this school.

#### **THE INDUSTRIAL TRAINING SCHOOL**

I wish to commend strongly the splendid work of Superintendent Vincent. He has had a large and difficult task. The segregation of the sexes gives us new problems, but I believe that the wisest course has been pursued both in making the segregation and in keeping the two schools under one management and supported

by one farm and garden. By all means, an appropriation for the materials out of which the boys can construct a gymnasium ought to be granted.

### **THE SCHOOL FOR THE DEAF AND BLIND**

Great improvement in methods of instruction, and in the health of the pupils has been noted. The appearance of the grounds has been greatly improved. The addition of a teacher of physical education has long been noted.

### **FINANCIAL STATEMENTS**

The Business Agent will submit condensed statement of receipts and expenditures of the several institutions and departments.

### **BUDGETS**

I submit herewith detailed budgets of the several institutions of the needs for the next biennium.

### **LEGISLATIVE FORECAST**

#### **Certification of Teachers.**

A forward step was made at the last session of the legislature in the certification of teachers. The differentiation between elementary and high school certification was of great importance and was provided for by the 1921 session. The position then taken should be sturdily maintained. So also should the requirements of greater professional training before initial certification. In both of these particulars Idaho has taken a more advanced position than any other of the northwestern states. The supply of teachers is now sufficiently ample that we may ask for the best.

#### **"Accrediting" and "Approving" of High Schools.**

In the discharge of its function in the "supervision, government and control" of education in the state, a list of high schools is made and kept, after inspection, known as the list of "accredited" schools. Under the rule of the Board, the graduates of these schools who have completed the required number of "units", including nine specified units, are admitted to the higher institutions of the state without examination. The graduates of high schools not on this "accredited" list may be admitted on examination or upon other conditions. The "accredited" schools are assumed to have met the prescribed standards. One of these standards requires that the teachers of such school (except in the case of those holding "specialists" certificates, such as music, art, etc.) shall be graduates of standard colleges, and holders of A. B. or B. S. degrees. This is the standard set in the certification laws as adopted in 1921, and is identical with that of the great associations of secondary and higher schools.



### **"Approved" High Schools.**

The term "approved" relates to the matter of the transfer and collection of high school tuition. It is provided for in Sec. 1001 of the Code. Under the law and the rules of the Board, "approved" rests with the county superintendent and state superintendent. A pupil is not entitled to the transfer of tuition until he has completed the course in his district if it has been "approved." The district is not entitled to have transferred to it tuitions for outside pupils unless it has been "approved."

### **High School Tuition.**

Every child in the state eligible for high school work is entitled to free high school tuition. After he has completed the course in his own district, if it is less than four years, he is entitled to have tuition transferred from his home district to another district where there is a four-year high school. At present the rate of tuition is fixed by the trustees of the district which he attends which rate of tuition cannot exceed the actual average per capita cost for instruction and operation in that high school.

There are some poor districts from which tuition cannot be transferred without reducing the funds of the district below the point where the local school can be maintained for the required term and also provide the tuition money for high school pupils. There are few cases, however, in which this difficulty cannot be met. To meet it the local school must levy, if necessary, up to ten mills special tax. If it has done so, the county superintendent may, then, out of the 17% of the apportionment, which is at his discretion, aid the district to meet the requirements of the case. If the districts fully considered their needs in time, I do not think there would be a half dozen districts in the state which would not be able to take care of their children. Oregon and some other states have a county high school tax. Our law is in some respects better.

### **A High School Inspector.**

I again recommend that provision be made for a high school inspector. No one can doubt that this would promote the efficiency of the high school. Few could doubt that it would result in great economies in high school organization and consequently in high school expenditure. The State Board should urge this again upon the legislature.

### **A State Wide Tax.**

A state wide tax for the support of the schools is a mooted question. It is a question of distribution, and equalization, not of total outlay for the maintenance of the schools. The people of the state have demonstrated that they will demand for their children from seven to nine months schooling each year and a high grade of teachers. These demands fix the total cost. How shall this be paid?

At present it is paid chiefly by the earnings of the permanent fund (about \$4 a year per census child), the county fund of not less than \$15 per census child, and a special district tax which varies from 0 to 25 mills. Whether under our conditions this should be modified with a different distribution in which the incidence upon district, county and state should be shifted is a question upon which the Board has not been agreed in the past. It is for you to decide whether it can or will make a recommendation now.

#### **School Finances.**

For the most part the school districts in the state are in a sound condition financially. In a few cases, where the entire community has suffered financial reverses, or where there has been an abnormal growth, or where with ill-considered ambition there has been too great expansion in buildings or work, the districts are in distress. There has been notable retrenchment in the past year. In some cases boards have gone too far in this direction. Wages of teachers have been reasonably sustained, but are as yet low. While carpenters receive seven dollars per day, painters seven, plasterers, seven to nine, plumbers and electricians ten, etc., the teacher with as short a year averages from \$90 to \$150 dollars per month,—not much more than half as much as the artisans.

The amortization plan for common school districts is working well and in those districts bonding under this system, the debts are being reduced. There is a woeful neglect in independent districts in building up sinking funds.

H .B. 121 and H. B. 242 of the 1921 legislature are bad bills and should not be respected. There were but four districts which used 121 and hence not much damage resulted. There is no way of knowing how many used 242. Such a law ought not to be re-enacted.

#### **Limitation of Millage.**

Except in the event of the enactment of a statewide tax law there should be no lowering of the millage authorized by law, nor any increase in it, with the possible exception of eliminating the one mill tax for the maintenance of gymnasium and athletic fields which is abused. It ought to be required that districts with half a million assessed valuation or more, maintaining four year high schools, take on the "independent" form. I would not recommend any change in the limit of bonding for building purposes for either common or "independent" school districts.

#### **County Unit System.**

A county unit district system, organized in other respects after the manner of the independent school districts has much to commend it, if undertaken voluntarily in any county by a vote of the qualified electors therein.

### **Rural or Union High Schools.**

The modifications of the rural high school law (which would now more appropriately be called "union high school law") have proved useful. The requirements for a county rural high school are too cumbersome and should be simplified.

### **On the Whole,**

very few changes in the law are required and the efforts of the Board should be directed chiefly to the holding fast to present attainments.

### **"THE IDAHO SYSTEM"**

Much loose talk relative to the alleged duplication in our educational system has been indulged in.

A careful reading of the law will make it appear that there is no duplication in the prescribed functions of the Commissioner and Superintendent. An examination of the actual organization will show that there is no duplication in practice. There was the expectation on the part of the promoters of the law that the superintendency would later be eliminated by constitutional amendment, but that has not been done.

Both in theory and practice, the superintendency is the direct executive of one of the grand divisions of public education in the state. The grand divisions are eight or nine in number. They include the university, with its president as the active executive of that division; the two normal schools with their presidents as administrative officers; the technical institute, with its president exercising a similar function; the industrial training school; the school for the deaf and the blind; the vocational department; and the common schools, with the state superintendent as the chief executive.

I said eight or nine. The open question is as to the exact status of Class A independent districts. The commissioner has been made largely responsible for the co-ordination of these with the higher institutions and with each other, particularly so far as the high schools are concerned.

Most of the confusion lies in a proper original analysis. The commissioner is the active executive through whom the Board carries out its purposes and orders with all the grand divisions of the system and is both educational and financial adviser of the Board relative to all parts of the system. Without such a functionary, it is obvious that the whole system must fall to the ground. For many and obvious reasons, a superintendent of public instruction could not function in such a position.

### **THE ALBION NORMAL SCHOOL**

The Supreme Court held the law requiring the transfer of the Albion Normal School to Burley unconstitutional, on the ground

that, though a revenue bill, it originated in the House of Representatives.

A recommendation should be submitted to the Legislature asking it to authorize the State Board of Education to deed back to trustees representing the contributors at Burley, the forty acres of land purchased and deeded to the Board for the Albion Normal School, and to authorize the said trustees to sell the tract and repay to the subscribers pro rata the proceeds of such sale. A bill to this effect ought to be introduced early in the session.

It is worthy of remark that the Albion Normal School, though still small, has grown rapidly in numbers. The attitude of this Board for the past ten years has steadily favored the concentration of our four higher educational institutions into three, in the interests of economy and efficiency. In the face of this attitude of the Board, well known throughout the state, the legislature has declined to pursue this course.

Flanked around Pocatello, with good railway connections, are some twenty-two counties with nearly half the teachers in the state. The rotation in the ranks of the common school teachers is so rapid that there is a demand in the state for nearly a thousand new ones annually. This will mean that there should be nearly two thousand constantly under preparation in the two-year course. The Board has considered the proper preparation of the common school teachers as of paramount concern. Not the glory of the institution, but the good of the common school is the highest end to be sought. The very excellent teacher training now given in the Technical Institute could be enlarged and strengthened by adding to the institution as its greatest function, a normal school and this could be done while still retaining Junior College functions and secondary training for the trades, industries and agriculture intact or even greatly strengthened. This ideal harmonizes with the attitude of the Board for the past ten years, or since its organization.

There is evident in southeastern Idaho a radical change of sentiment on this matter. There are indications that leading citizens in various counties have become convinced that the position of the Board was after all well taken, and that the welfare of the entire state is concerned, and especially the southeastern part of it, in a program of concentration.

Without cooperation in the southeast, no such reorganization could take place. Under the leadership of the southeast it could take place with great profit. I therefore suggest that the Board let its past record stand as the position for ten years of those charged with the duty of careful and broad consideration of state-wide educational problems. I recommend that it make no recommendation in the matter to the legislature. If the southeast should decide to inaugurate a policy of concentration, they ought to have the cordial

support of the Board and they undoubtedly would be supported by a large and decisive vote from the north and the southwest.

#### **THE BOISE SUMMER NORMAL SCHOOL**

The legislature of 1917, recognizing the vital importance of teacher training and the fact that many young teachers must receive their professional training in the summer months, if at all, appropriated money for the Boise Summer School for Teachers. A similar appropriation was lost in the Senate in 1919, after it has passed the House. No appropriation was made in 1921. All this while the school has been kept up, though meagerly, by private tuitions and the Ada Independent District No. 1. The State Board undertook to maintain it as a branch of the Lewiston Normal School during the summers of 1921 and 1922, fixing a higher rate of tuition to meet the cost in part. During both sessions the attendance was quite large, being 250 during the summer of 1921, and 290 during the summer of 1922. The work was of a high order and the results quite satisfactory. The Legislature should be asked to make an appropriation for the continuation of this important and useful work. Southwestern Idaho is remote from both state normal schools. Many of the students have recently been graduated from high school and are in limited circumstances. For them it is a struggle to fit themselves for public service. The least the state can do in the interest of teacher training is to appropriate the small amount necessary, with the cooperation of the Boise schools, to complete their professional training for this service.

#### **SPECIALLY "CHARTERED" DISTRICTS**

There are three districts in the state acting under laws originally enacted about forty years ago. These laws are in many respects not only antiquated but obsolete. It has led to attempts to choose such parts of the state-wide laws as seemed to apply or to be desirable and such parts of the original laws, without a strict compliance with the provisions of either and some consequent question as to the legality of the action taken. Either these ancient laws ought to be brought up to date and be made complete in themselves or be repealed. There might be a slight modification of the general laws to make them applicable to the conditions of cities of the first class.

**REPORT OF BUSINESS AGENT  
AND AUDITOR**

*To the Commissioner of Education:*

I am pleased to submit to you a report covering the work of this office for the biennium 1921-1922.

A classified statement of the expenditures for each of the six educational institutions, and that of the State Board of Education, together with their requirements for the biennium 1923-1924, are included.

Respectfully submitted,

A. C. PRICE,  
*Business Agent and Auditor.*

Jan. 1st, 1923.

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## REPORT OF BUSINESS AGENT AND AUDITOR FOR THE BIENNIUM 1921-1922

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The volume of work done in this office, due to its diversity, is such as to make it difficult to justly review in a satisfactory manner these activities where a report must cover a period of two years.

There remain many possibilities before this office, more particularly in bringing about a more complete standardization of records, reports and accounts, not only for the six educational institutions but also that of the public school system. Many advances have been made along this line of uniformity and standardization during the biennium just closing. For the first time during the history of the State a uniform budget for all independent and rural High School districts has been placed in use and also a uniform budget and form of quarterly report of receipts and expenditures for the state educational institutions.

The Department of Education has been responsible for the proper expenditure of over \$2,998,187.30 during the past two years, and this has been classified according to the nature of the expenditure. Each voucher involved in making up the above total was examined by this office as to prices paid for all items, as to whether or not there were funds for such expenditures, its proper briefing as to budget and state appropriation, and the required signatures.

The financial statements of the six institutions of the State Board of Education, Vocational Education Department, and that of the Office of the State Board, have been prepared as of December 31, 1922, the close of the biennium.

### STATE EDUCATIONAL INSTITUTIONS—BUDGET CONTROL

All expenditures of the educational institutions are supervised and directed by the sound method of budget control. These institutions have operated under this system ever since the creation of the State Board of Education.

During the present biennium an advance step was taken, in that the classification of expenditures, under the respective institution budgets, has been made uniform. The classification of budget items for the University of Idaho is not, however, uniform with the other institutions, due to the classification necessary on account of the expenditure of Federal funds. The budget of the University conforms mainly to the departmental classification and that required by the Federal Grants.

An annual budget for each institution is approved by the State Board. The budgets thus approved cannot be deviated from with-



out Board action. The executive committees of the respective institutions have delegated authority to make transfers from one budget item to that of another, but do not have authority to increase the amount of the annual budget established by the State Board.

Each quarter the bursars of the respective institutions submit to this office, on prescribed form, a quarterly report setting forth the annual amount allowed for each item of the budget, the accumulative expenditure for each item, the unexpended balance and the per cent expended. The institution bursars are held responsible for any overdrafts of the budget. By this method, of reporting and responsibility, the State Board obtains each quarter a complete and accurate insight into the finances of each institution.

#### **ALL VOUCHERS AUDITED AND APPROVED**

All vouchers paid from institution funds, whether from State appropriations, Federal or Local funds must be audited and approved by this office before payment is made. All vouchers must bear the signature of the President or Superintendent of the institution, together with the signature of the person receiving the goods or the service rendered, before they are forwarded to this office. This procedure gives the Board, through its Business Agent, knowledge of all expenditures before the voucher is paid. Duplicate vouchers are filed in this office for reference. In the case of expenditures from Local funds the voucher is not only audited by this office but the check in payment of the voucher must be verified and signed by the Business Agent, representing the State Board, before the same is negotiable.

Institution employees can make purchases only upon requisitions to the President or Superintendent as the case may be, and must have his approval before the purchase is made. All requisitions are charged to the proper budget item and filed with the duplicate claim. This plan makes it possible for the bursar to determine, before the purchase is made, whether or not there are sufficient funds under the budget item to take care of this proposed expenditure. If there are not sufficient funds the President is so notified.

#### **DEFICIENCIES**

We have completed the present biennium of 1921-22 without a single institution creating a deficiency. This has required the strictest economy. In some cases classes have been temporarily consolidated to avoid the necessity of the employment of additional instructors until funds are available. The beginning of the next biennium, on January 1st, 1923, will find our supplies, provisions and clothing at all institutions very low. It was not possible to purchase coal in excess of the actual requirements to December 31st, 1922, even in the face of a car shortage and a heavy demand for coal during the colder months of the winter. As a result of this required policy large purchases of institutional supplies, provisions and, in the case of one

institution, clothing at the Industrial Training School, will have to be made soon after the 1st of January and paid for out of the appropriation of 1923-24, in order to replenish depleted stocks. The rapidly rising market in dry goods and most of the staple groceries will make the cost of such items exceed that of the past year.

#### FUND FOR LOCAL CASH EXPENDITURES

Since the session of 1919, institutions have been required to use what is known as a "sight draft". This plan of taking care of the necessary cash expenditures has not proven satisfactory to the institutions, the State Auditor or the State Treasurer, nor has it met the needs of our institutions. The most serious objection to this form of expenditure is the fact that once the "sight draft" is issued, the transaction is fully completed and there is no method of correcting an error, nor is there opportunity for approval or auditing of the claim.

I take this opportunity of again recommending that action be taken by our Legislature creating a cash fund of a stated amount for each institution, this fund so provided to be used as a revolving fund. Cash expenditures from this fund are made upon regular vouchers duly approved and audited. This fund is reimbursed from time to time on the basis of the receipts presented to the State Board of Examiners, and such reimbursement is made from the appropriated funds for the respective institutions. Such a plan gives full opportunity for examination and approval or rejection of each and every cash expenditure. Any disallowed item or items would reduce the amount of the revolving fund by an equal amount.

#### CONDENSED FINANCIAL STATEMENTS BY INSTITUTIONS—BIENNIUM 1921-22.

##### SCHOOL FOR THE DEAF AND BLIND

###### Income

I. Maintenance — Total.....		\$137,708.47
a. State Appropriation.....	\$131,841.00	
b. Earnings of Land Endwm't.....	\$ 3,522.46	
c. Institution Earnings—Total.....	\$ 2,345.01	
1. Sales—Farm & Garden.....	\$ 591.12	
2. Printing Dept.....	\$ 273.45	
3. Dom. Science & Art sales.....	\$ 220.70	
4. Refunds.....	\$ 503.58	
5. Board and Room.....	\$ 489.70	
6. Misc. Receipts.....	\$ 266.46	
II. Capital Additions—Total.....		\$ 15,150.00
a. State Appropriation.....	\$ 15,150.00	
GRAND TOTAL.....		\$152,858.47

**Expenditures**

I. Maintenance — Total		\$137,708.47
a. Salaries & Wages	\$ 76,607.86	
b. Readers for Blind University Students	\$ 1,188.53	
c. Operation and Maintenance	\$ 18,662.66	
d. Depart'l Exp. and Supplies	\$ 26,761.78	
e. Departmental Equipment	\$ 6,036.96	
f. Gen. Repairs, Impvts & Supplies	\$ 4,624.86	
g. Unexpended Bal., Dec. 31, 1922	\$ 3,825.82	
II. Capital Additions—Total		\$ 15,150.00
a. Purchase of Land	\$ 3,000.00	
b. Walks & Driveways	\$ 500.00	
c. Implement Shed	\$ 350.00	
d. Heating Plant	\$ 10,622.23	
e. Septic Tank	\$ 600.00	
f. Balance, Dec. 31, 1922	\$ 77.77	
GRAND TOTAL		\$152,858.47

**INDUSTRIAL TRAINING SCHOOL****Income**

I. Maintenance — Total		\$255,773.45
a. State Appropriation	\$220,766.00	
b. Earnings of Land Endw.	\$ 28,415.30	
c. Institution Earnings—Total	\$ 6,592.18	
1. Sales from farm & garden	\$5,202.62	
2. Printing Dept.	\$ 499.04	
3. Refunds	\$ 101.57	
4. Misc. Receipts	\$ 788.95	
II. Capital Additions—Total		\$ 23,700.00
a. State Appropriation	\$ 23,700.00	
GRAND TOTAL		\$279,473.48

**Expenditures**

I. Maintenance — Total		\$255,773.48
a. Salaries & Wages	\$ 82,797.60	
b. Operation & Maintenance	\$106,851.97	
c. Departmental Exp. & Supplies	\$ 29,973.92	
d. Departmental Equipment	\$ 28,310.22	
e. General Repairs, Impvts & Sup.	\$ 5,698.24	
f. Unexpended Bal., Dec. 31, 1922	\$ 2,141.53	
II. Capital Additions—Total		\$ 23,700.00
a. Remodeling Attics in Bldgs. 1 & 2	\$ 4,995.73	
b. Completion of Girls' Cottages	\$ 17,691.48	
c. Ice House and Brooders	\$ 993.16	
d. Unexpended Bal., Dec. 31, 1922	\$ 19.63	
GRAND TOTAL		\$279,473.48

**ALBION STATE NORMAL SCHOOL****Income**

I. Maintenance — Total	\$168,440.23
a. State Appropriation	\$ 95,739.00
b. Earnings of Land Endw.	\$ 42,977.47
c. Institution Earnings—Total	\$ 29,723.76
1. Dormitory Receipts—	
(room rent)	\$15,193.20
2. Summer School Tuition	\$ 5,580.00
3. Inst. Fees & Rentals	\$ 3,789.65
4. Farm & Garden Rec'pts	\$ 739.57
5. Misc. Receipts	\$ 265.19
6. April 1st, 1921 Fund	\$ 4,156.15
II. Capital Additions—Total	\$ None
a. State Appropriation	\$ None
GRAND TOTAL	\$168,440.23

**Expenditures**

I. Maintenance — Total	\$168,440.23
a. Salaries & Wages	\$101,714.17
b. Operation & Maintenance	\$ 34,322.66
c. Departmental Exp. & Supplies	\$ 3,920.87
d. Departmental Equipment	\$ 9,290.68
e. General Repairs, Impvts & Sup.	\$ 17,364.76
f. Unexpended Bal., Dec. 31, 1922	\$ 1,827.09
II. Capital Additions—Total	\$ None
GRAND TOTAL	\$168,440.23

**LEWISTON NORMAL SCHOOL****Income**

I. Maintenance — Total	\$281,092.23
a. State Appropriation	\$210,052.00
b. Earnings of Land Endw.	\$ 43,077.66
c. Institution Earnings—Total	\$ 27,962.57
1. Dormitory Receipts	\$ 8,276.90
2. Summer School Receipts	\$14,642.74
3. Tuition & Fees	\$ 2,942.75
4. Refunds	\$ 251.45
5. Misc. Receipts	\$ 1,848.73
II. Capital Additions—Total	\$ None
a. State Appropriation	\$ None
GRAND TOTAL	\$281,092.23

**Expenditures**

I. Maintenance — Total.....	\$281,092.23
a. Salaries & Wages.....	\$200,142.08
b. Operation & Maintenance.....	\$ 36,808.94
c. Departmental Exp. & Supplies.....	\$ 16,589.14
d. Departmental Equipment.....	\$ 1,818.09
e. General Repairs, Impvts & Sup.....	\$ 22,786.52
f. Unexpended Bal., Dec. 31, 1922.....	\$ 3,447.51
II. Capital Additions—Total.....	\$ None
GRAND TOTAL.....	\$281,092.23

**IDAHO TECHNICAL INSTITUTE****Income**

I. Maintenance — Total.....	\$279,564.13
a. State Appropriation.....	\$195,761.00
b. Earnings of Land Endw. ....	\$ 28,596.73
c. Institution Earnings—Total.....	\$ 55,206.40
1. Dormitory Receipts.....	\$18,933.04
2. Summer School.....	\$ 6,334.50
3. Tuition & Fees.....	\$15,807.29
4. Rentals.....	\$ 6,919.65
5. Misc. Receipts.....	\$ 7,211.92
II. Capital Additions—Total.....	\$ 45,062.73
a. State Appropriation.....	\$ 45,000.00
b. Rebates on materials.....	\$ 62.73
GRAND TOTAL.....	\$324,626.86

**Expenditures**

I. Maintenance — Total.....	\$279,564.13
a. Salaries & Wages.....	\$184,325.02
b. Operation & Maintenance.....	\$ 32,598.68
c. Departmental Exp. & Sup.....	\$ 27,953.84
d. Departmental Equipment.....	\$ 19,827.35
e. General Repairs, Impvts. & Sup.....	\$ 12,275.29
f. Unexpended Bal., Dec. 31, 1922.....	\$ 2,583.95
II. Capital Additions—Total.....	\$ 45,062.73
a. Central Heating Plant.....	\$ 45,062.73
b. Unexpended Bal., Dec. 31, 1922.....	\$ None
GRAND TOTAL.....	\$324,626.86

## 1921-1922

## UNIVERSITY OF IDAHO—EXTENSION DIVISION

## Income

I. Maintenance — Total	\$270,938.81
1. State appropriation	\$128,627.00
2. Federal aid—U. S. D. A.—total	142,311.81 .
a. Federal Smith-Level	69,583.48
b. Fed. Supplementary Ext.	20,858.33
c. States Relations Service	51,870.00

## Expenditures

I. Maintenance — Total	\$270,938.81
1. Salaries and wages	\$208,401.68
2. Operation and maintenance	54,256.60
3. Equipment	1,151.69
4. *Bal. Dec. 31, 1922	12,128.84
* Note: This balance is in Federal Funds.	

## RODENT CONTROL WORK

## Income

I. Maintenance — Total	\$ 60,852.81
1. State appropriation (Gopher bounty)	\$ 32,055.67
2. Federal aid—U. S. D. A.	28,797.14

## Expenditures

I. Maintenance — Total	\$ 60,852.81
1. Salaries and wages	\$ 19,316.32
2. Expense and supplies	34,494.93
3. Equipment	7.30
4. *Bal. Dec. 31, 1922	7,034.26
* Note: This balance is in State Appropriation.	

## 1921-1922

## ALFALFA WEEVIL DEPARTMENT

## Income

1. State appropriation	\$ 15,000.00
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## Expenditures

I. Maintenance — Total	\$ 15,000.00
1. Salaries and wages	\$ 8,873.92
2. Operation and maintenance	5,859.49
3. Equipment	266.59
4. Bal. Dec. 31, 1922	None

## 1921-1922

## PURE SEED DEPARTMENT

## Income

I. State appropriation .....\$ 10,000.00

## Expenditures

I. Maintenance — Total .....\$ 10,000.00  
 1. Salaries and wages .....\$ 8,140.80  
 2. Operation and maintenance ..... 1,588.93  
 3. Equipment ..... 270.27  
 4. Bal. Dec. 31, 1922 ..... None

## UNIVERSITY OF IDAHO

## Income

1. Maintenance — Total .....\$ 1,236,116.04  
 a. State Appropriation .....\$ 700,000.00  
 b. Fed. Approp's—Total .....\$ 420,250.11  
   1. Hatch Fund .....\$ 30,000.00  
   2. Adams Fund .....\$ 30,000.00  
   3. Morrill Fund .....\$ 100,000.00  
   4. Bal. Jan. 1st, 1921 in  
     Federal Fund .....\$ 17,781.76  
   5. Fed. Endw. Funds .....\$ 209,999.03  
   6. Accrued Int.—uncol-  
     lected .....\$ 30,000.97  
   7. Bal. Jan. 1st, 1921 in  
     Endowment Funds .....\$ 2,468.35  
 c. Institutional or Local  
   Funds .....\$ 115,865.93  
   1. Fees and Deposits—  
     Schools & Colleges .....\$ 29,692.42  
   2. Smith-Hughes Corp. ....\$ 4,403.41  
   3. Agricultural Prod. ....\$ 18,555.96  
   4. Fire Insurance .....\$ 10,849.74  
   5. Sale of Land .....\$ 14,977.68  
   6. Rentals .....\$ 2,339.34  
   7. Breakage fees .....\$ 7,173.07  
   8. Lindley Hall sinking  
     fund .....\$ 6,200.00  
   9. Miscellaneous .....\$ 21,674.31

**Expenditures**

<b>1. Maintenance — Total</b> .....	<b>\$1,236,116.04</b>
<b>a. Schools and Colleges</b> .....	<b>\$628,812.32</b>
1. College of Letters & Science .....	\$263,666.21
2. Col. of Agriculture.....	\$202,964.08
3. School of Educa'n.....	\$ 32,775.70
4. Col. of Engineering.....	\$ 43,074.23
5. School of Forestry.....	\$ 35,273.45
6. College of Law.....	\$ 23,554.32
7. School of Mines.....	\$ 27,504.33
<b>b. Experimentation and         Stations</b> .....	<b>\$146,933.77</b>
1. Home Station .....	\$ 89,252.60
2. Aberdeen .....	\$ 9,967.92
3. Caldwell .....	\$ 26,967.42
4. Felt .....	\$ 6,955.18
5. Sandpoint .....	\$ 13,790.65
<b>c. Administration and Op-         eration</b> .....	<b>\$460,369.95</b>



# INTEREST EARNINGS OF LAND ENDOWMENTS—BIENNIUM 1921-1922.

	University of Idaho			Idaho Technical Institute	Albion Normal School	Lewiston Normal School	School for Deaf and Blind	Industrial Training School
	University Fund	School of Science Fund	Agricultural Fund					
<b>1921</b>								
January.....	\$ 5,270.92	\$ 4,975.06	\$ 8,015.54	\$ 3,544.36	\$ 4,759.06	\$ 4,759.07	\$ 443.05	\$ 3,544.36
February.....	1,500.29	1,150.22	3,329.22	1,438.98	1,310.63	1,410.70	179.88	1,438.98
March.....	3,648.80	3,689.48	5,311.14	694.78	788.67	788.67	86.85	694.77
April.....	1,031.17	549.08	794.99	295.66	1,410.73	1,410.73	36.96	295.66
May.....	1,853.70	5,199.67	1,995.08	258.11	857.49	857.49	32.26	258.10
June.....	2,868.49	2,839.61	2,929.12	1,945.66	1,609.74	1,609.74	191.12	1,528.99
July.....	3,567.12	2,682.02	4,717.27	2,137.58	3,597.00	3,596.99	287.20	2,873.44
August.....	2,602.75	644.46	2,745.37	1,081.96	208.46	208.46	135.16	1,081.28
September.....	1,588.98	2,407.38	2,191.19	938.43	2,927.12	2,927.13	117.30	938.43
October.....	1,967.80	1,157.63	1,770.07	402.58	2,750.59	2,750.59	60.32	402.58
November.....	4,690.46	3,576.62	1,119.44	266.80	2,905.94	2,905.95	33.35	266.80
December.....	3,406.56	3,289.64	5,019.26	1,324.60	2,896.58	2,896.59	165.58	1,324.60
<b>Total for Year 1921</b>	<b>\$ 32,796.98</b>	<b>\$ 32,139.88</b>	<b>\$ 39,987.69</b>	<b>\$ 14,329.40</b>	<b>\$ 22,721.01</b>	<b>\$ 22,821.15</b>	<b>\$ 1,739.03</b>	<b>\$ 14,147.97</b>
<b>1922</b>								
January.....	\$ 8,906.44	\$ 5,461.06	\$ 9,794.55	\$ 2,992.32	\$ 4,026.84	\$ 4,026.84	\$ 361.54	\$ 2,992.32
February.....	2,709.22	1,031.14	2,471.28	486.43	1,536.37	1,536.38	60.67	486.43
March.....	1,496.02	1,186.86	3,829.94	583.63	701.57	701.57	72.96	583.63
April.....	708.37	240.86	2,937.39	645.74	652.44	652.44	80.71	645.74
May.....	2,384.00	2,230.00	5,490.79	1,440.65	1,446.46	1,446.46	180.10	1,440.65
June.....	2,365.84	2,511.58	2,694.54	1,251.89	2,306.27	2,306.28	166.49	1,251.89
July.....	3,558.38	2,178.16	4,071.91	1,508.34	3,452.59	3,452.60	188.54	1,508.34
August.....	202.30	340.50	180.50	345.18	350.98	350.99	43.15	345.18
September.....	2,513.67	419.18	2,998.25	667.36	508.98	508.98	38.42	667.36
October.....	6,130.37	1,255.16	424.42	720.43	585.01	585.00	90.06	720.43
November.....	1,702.84	3,839.63	1,979.50	1,984.33	1,271.09	1,271.10	248.05	1,984.33
December.....	5,165.42	2,619.30	7,053.47	1,741.97	3,418.37	3,418.37	217.75	1,741.97
<b>Total for Year 1922</b>	<b>\$ 37,844.52</b>	<b>\$ 23,313.42</b>	<b>\$ 43,966.54</b>	<b>\$ 14,267.33</b>	<b>\$ 20,256.46</b>	<b>\$ 20,256.51</b>	<b>\$ 1,788.43</b>	<b>\$ 14,267.33</b>
<b>Total for Biennium 1921-1922</b>	<b>\$ 70,641.50</b>	<b>\$ 55,453.30</b>	<b>\$ 83,954.23</b>	<b>\$ 28,596.73</b>	<b>\$ 42,977.47</b>	<b>\$ 43,077.66</b>	<b>\$ 3,522.46</b>	<b>\$ 28,415.30</b>

Totals for Biennium  
1921-22  
1918-20  
University of Idaho.....\$209,999.03  
Lewiston Normal School.....\$220,309.07  
Albion Normal School.....38,311.86  
Idaho Technical Institute.....42,977.47  
School for the Deaf and Blind.....31,068.42  
Industrial Training School.....3,522.46  
Grand Total.....\$366,598.65  
\* This amount includes \$54.25 on account of cancelled warrants 1917-18 series.  
\*\* This amount includes \$154.33 on account of cancelled warrants 1917-18 series.

### AUDIT OF STATE INSTITUTION BOOKS

During the biennium of 1921-22 the accounts of the University of Idaho have been audited. The Edwin A. Wilson Auditing Company of Boise and Twin Falls was employed by the State Board of Education, under contract, to conduct this audit, which covers the period from the date of the last audit, 1916, to June 30, 1922. In addition to the audit it is proposed that the same auditors install a new bookkeeping and accounting system for the University to replace the present system which the University has outgrown.

Provision is being made in the remaining five institution budgets for the biennium 1923-24, for the expense of auditing their accounts from the date of the last audits in 1920.

### FIRE INSURANCE—STATE INSTITUTIONS

Insurance records for the six state educational institutions are kept by this office. All policies written on property under the administration of the Board of Education bear a covering termed a "blanket" form. This form is revised every year, for each institution, by this office, such revision being based upon the annual inventories taken for each institution. In this manner the records are centralized, readily accessible and "on schedule", with the value of the property and contents. The present "covering" provides for a stipulated amount clause applying to all buildings and a 90% co-insurance clause applying only to the contents. This form enables the State to recover the loss on contents regardless of the value of the contents or the building in which they are located at the time of the fire. This general covering does not apply to the fireproof Administration Building at the University nor the contents of the same.

During the present biennium this office has reported expirations to the State Director of Insurance in accordance with an act passed by the Sixteenth Session, Chap. 236. Previous to this all expirations were reported to the chairman of the executive committee of the respective institutions who designated the agent with whom the policy was to be written. The present law necessitates a division of authority and responsibility and has proven unsatisfactory both to this office and that of the State Director of Insurance.

The following insurance table gives the amount of insurance carried by institutions both as to buildings and contents, together with the total amount of insurance carried. This table also gives the average three-year rate per \$100.00, for each institution, as effective December, 1922.

### FIRE INSURANCE TABLE December, 1922

Institution	Location	Insurance on buildings	Insurance on contents	Total Insurance	Ave- rate for 3-yr.
University of Idaho	Moscow	\$ 652,920.00	\$ 323,760.00	\$ 976,680.00	1.21
University of Idaho	Experiment Stations	21,470.00	8,700.00	30,170.00	2.40
Lewiston Normal School	Lewiston	316,575.00	74,925.00	391,500.00	0.69
Albion Normal School	Albion	186,900.00	54,200.00	241,100.00	1.56
Idaho Technical Institute	Pocatello	221,180.00	82,790.00	303,970.00	0.98
Industrial Training School	St. Anthony	236,860.00	92,540.00	329,400.00	1.27
School for Deaf and Blind	Gooding	122,500.00	29,000.00	151,500.00	1.09
Total		1,758,405.00	665,915.00	\$2,424,320.00	

### FIRE LOSSES

#### State Institutions

During the past two years three fires have occurred at our educational institutions: On December 18, 1921, there was a small fire on the third floor of the Administration Building at the Industrial Training School at St. Anthony. The total cost of the repairs being about \$300.00.

One of the bath rooms of Ridenbaugh Hall, at the University of Idaho was damaged by fire on September 18, 1921, amounting to approximately \$150.00.

The most serious loss during the biennium occurred at the University of Idaho on the night of Nov. 16, 1921, when the Beef Cattle Barn and contents were destroyed. Besides the building considerable hay and grain were lost, as well as some loss of stock. All losses were covered by insurance and promptly adjusted and payment made.

Insurance received on the Beef Cattle Barn amounted to \$4,408.03; and on the contents, \$6,441.75, making a total of \$10,849.78.

### EARNINGS OF STATE EDUCATIONAL INSTITUTIONS

The following table of institution earnings has been prepared with a view of giving the principal source of income and the amounts of the same, together with the total earnings by institutions. This table does not include the income from the Interest Funds. Such a table will be found on page 44.

# EARNINGS OF STATE EDUCATIONAL INSTITUTIONS

Biennium 1921-1923

Institution	Room Rentals	Summer School Fees	Fire Ins.	Farm and Garden	Vocational Education	Ptg. Dept.	Institution Fees & Rentals	Refunds	Miscellaneous	Total Receipts
University of Idaho	\$ 18,983.04	\$ 6,384.50	\$ 10,849.74	\$ 18,555.96	\$ 4,408.41		\$ 39,201.88		** \$ 42,851.99	\$115,865.98
Idaho Technical Institute				2,662.60	3,445.26		20,064.34		3,786.66	55,206.40
Industrial Training School			382.54	5,202.62		499.04	85.00	101.57	321.41	6,592.18
Lewiston Normal School	8,276.90	14,642.74		29.55	82.25		3,733.75	251.45	945.98	27,962.57
Albion Normal School	* 19,349.85	5,580.00		789.57			3,789.65	61.09	204.10	29,723.74
School for Deaf and Blind	489.70			591.12		278.45		503.58	437.16	2,845.01
TOTAL	\$ 47,048.98	\$ 26,557.24	\$ 11,232.28	\$ 27,781.42	\$ 7,980.92	\$ 772.49	\$ 66,377.57	\$ 917.69	\$ 48,577.25	\$237,695.35

\* This includes \$4,156.15, April 1, 1921 Fund.

\*\* This includes \$14,977.68 for sale of Land and \$6,200.00 "Lindley Hall Sinking Fund."

9

**BULLETINS**

The State Board of Education publishes, quarterly or oftener, bulletins dealing with the educational work of the State. During the biennium closing fourteen such bulletins have been published. These bulletins are distributed throughout the State without cost and may be had by writing the State Board at Boise. In the case of the High School and Elementary School Manuals and Course of Study, and the School Laws, there is a small charge made. The following is a list of bulletins published since 1920 for distribution:

**1920**

- Vol. VI, No. 1, Educational Directory.
- Vol. VI, No. 2, Opinions of the Attorney General.
- Vol. VI, No. 3, Arbor Day—Bird Day.
- Vol. VI, No. 4, Announcement of Summer Schools for Teachers.
- Vol. VI, No. 5, (Sup.) Adoption of History Series, for the 4th, 5th, 6th, 7th and 8th grades in Common School Districts and Independent Districts.
- Vol. VI, No. 6, Manual and Course of Study for the High Schools of Idaho.
- Vol. VI, No. 7, A Course of Professional Reading for the Teachers of Idaho.
- Vol. VI, No. 8, Courses of Study and Manual of Methods for the Public Schools of Idaho.

**1921**

- Vol. VII, No. 1, Fourth Biennial Report.
- Vol. VII, No. 2, Educational Directory.
- Vol. VII, No. 3, Announcements of the Summer Schools for Teachers.
- Vol. VII, No. 4, State High Schools, dealing with high school tuition, accredited high schools, and rural high schools.
- Vol. VII, No. 5, Idaho School Laws.
- Vol. VII, No. 6, School House Plans for One, Two, and Three-Room Buildings.
- Vol. VII, No. 7, List of Books for Elementary and Rural Schools.
- Vol. VII, No. 8, A Course in Professional Reading for the Teachers of Idaho. A Course in Reading for Eighth Grade Pupils.
- Vol. VII, No. 9, The Idaho System.

**1922**

- Vol. VIII, No. 1, Educational Directory.
- Vol. VIII, No. 2, Uniform Fiscal Reports and Budgets for Independent School Districts.
- Vol. VIII, No. 3, Announcement of the Summer Schools for Teachers.
- Vol. VIII, No. 4, A Course in Professional Reading for the Teachers of Idaho. Also a Course in Reading for Eighth Grade Pupils, 1922-23.

**Vol. VIII, No. 5, Organization and Functions of the State Board of Education.**

This office is required to furnish, without cost to all school officials, copies of the School Law. This list includes all trustees of school districts in the state.

**SMITH-HUGHES OR VOCATIONAL EDUCATION**

**FINANCIAL SUMMARY**

Under the State's acceptance of the Smith-Hughes Act, the State Board of Education was the Board designated to exercise control of Vocational Education and to act as a State Board for Vocational Education.

All bookkeeping work of the Vocational Board, including the checking and auditing of all vouchers is done by this office. There is submitted herewith a condensed financial statement of receipts and expenditures of this Board for the biennium 1921-22. A report in detail of the activities under the Smith-Hughes Act appears in a separate report published by the State Board for Vocational Education.

**SUMMARY FINANCIAL STATEMENT OF RECEIPTS AND  
EXPENDITURES, STATE BOARD FOR VOCATIONAL  
EDUCATION  
BIENNIUM 1921-1922**

	Receipts		
	State	Federal	Local
1. Federal allotment and State appropriation .....	\$ 45,545.00	\$ 47,692.04	.....
2. Balance Federal funds carried over from preceding biennium, due and paid to schools in 1921 .....		827.81	.....
3. Interest on Federal funds Jan. 1, 1921, to Dec. 31, 1922 .....		253.33	.....
4. Bulletins sold .....	363.20	.....	.....
<b>Total .....</b>	<b>\$ 45,908.20</b>	<b>\$ 48,773.18</b>	

**Expenditures**

			Paid by local school districts or teacher- training in- stitutions
1. Payments to schools for agri- cultural education.....	\$ 18,189.22	\$ 17,432.05	\$ 46,645.08
2. Payments for trade and indus- trial education.....	1,694.65	7,895.50	10,415.14
3. Payments for home economics education .....	2,915.99	2,604.00	13,146.29
4. Totals for the training of teachers of Agricultural, Trade and Industrial, Home Economics, and Commercial Education, including super- vision .....	22,806.63	20,588.30	4,604.20
5. Equipment .....	351.71		
6. Interest on Federal funds re- mitted to Fed. Gov't.....		253.33	
<b>Totals .....</b>	<b>\$ 45,908.20</b>	<b>\$ 48,773.18</b>	<b>\$ 74,810.71</b>

\* Under Federal regulations interest on Federal allotments must be remitted annually to the Secretary of the United States Treasury.

**SUMMARY FINANCIAL STATEMENT, STATE BOARD FOR  
VOCATIONAL EDUCATION  
VOCATIONAL REHABILITATION  
for  
THOSE INJURED IN INDUSTRY OR OTHERWISE  
FEDERAL ALLOTMENT AND STATE APPROPRIATION**

**Income**

	State	Federal
State appropriation.....	\$ 10,000.00	\$ .....
Federal allotment .....		10,000.00
Carried over from preceding biennium.....		2,500.00
Interest on Federal funds.....		97.75
	<b>\$ 10,000.00</b>	<b>\$ 12,597.75</b>

Expenditures		
	State	Federal
Administration .....	\$ 5,888.64	\$ 5,064.92
Tuition .....	3,165.54	3,074.86
**Interest on Federal funds remitted to the Federal Government.....		97.75
*Reverting to the Federal Government.....		4,006.80
Unexpended balance Federal funds carried into next biennium.....		353.42
Reverting to the general fund of the State.....	945.82	
Totals .....	\$ 10,000.00	\$ 12,597.75

\*\* Under Federal regulations interest earned on Federal allotments must be remitted annually to the Secretary of the United States Treasury.

\* Under Federal regulations on June 30th of each year unexpended portions of Federal allotments for that year revert to the Federal Government.

**FINANCIAL STATEMENT, STATE BOARD OF EDUCATION  
BIENNIUM 1921-22  
STATE APPROPRIATION**

Income		
I. Maintenance — Total.....		\$60,121.77
a. Salaries and Wages.....	\$38,110.00	
b. Expense and Supplies.....	\$18,475.50	
c. Equipment .....	\$ 750.00	
d. Sale of Bulletins.....	\$ 1,272.40	
e. Certification Fund—1919-20....	\$ 1,514.37	
Expenditures		
I. Maintenance .....		\$60,121.77
a. Salaries and Wages, (including salary of State Supt. of Public Instruction) .....	\$38,639.63	
b. Board Honorarium.....	\$ 975.00	
c. Expense & Supplies—Total....	\$18,668.54	
1. Printing .....	\$6,243.60	
2. Office Expense—Supplies.....	\$2,060.49	
3. Postage .....	\$1,396.11	
4. Telephone & Telegraph.....	\$1,041.74	
5. Travel Expense.....	\$7,926.60	
d. Equipment — Total.....	\$ 686.55	
e. Bal., Dec. 31, 1922.....	\$ 1,152.05	



## CERTIFICATION FUND

## Income

I. Maintenance — Total		\$ 8,100.00
a. Salaries and Wages	\$ 7,360.00	
b. Expense and Supplies	\$ 740.00	

## Expenditures

I. Maintenance — Total		\$ 8,100.00
a. Salaries and Wages	\$ 7,311.91	
b. Exp. and Supplies—Total	\$ 740.00	
1. Printing	\$ 454.56	
2. Postage	\$ 112.20	
3. Telephone & Telegraph	\$ 31.70	
4. Travel Expense	\$ 141.54	
c. Balance Dec. 31, 1922	\$ 48.09	

CONDENSED INSTITUTION BUDGETS  
BIENNIUM 1923-24

The amounts under the heading "Budget 1923-24" represent the amount approved by the State Board of Education.

## STATE SCHOOL FOR DEAF AND BLIND

Budget 1923-24		Expended 1921-22
\$ 82,680.00	Salaries and Wages	\$ 76,607.86
1,500.00	Readers for Blind, University Students	1,188.53
21,266.00	Operation and Maintenance	18,662.66
23,942.00	Departmental Expense and Supplies	26,761.78
12,248.00	Departmental Equipment	6,036.96
7,674.00	Gen. Repairs, Impvts & Supplies	4,624.86
None	Capital Additions	15,072.23
	Balance December 31, 1922	3,903.59
<hr/>		
\$149,310.00	Total	\$152,858.47
4,000.00	(estimated) Less revenues	(actual) 5,867.47
<hr/>		
\$145,310.00	1923-24 Appropriation	1921-22 \$146,991.00

**IDAHO INDUSTRIAL TRAINING SCHOOL**

Budget 1923-24		Expended 1921-22	
\$ 93,000.00	Salaries and Wages.....	\$ 82,797.60	
113,875.00	Operation and Maintenance.....	106,851.97	
31,500.00	Depart'l Expense and Supplies.....	29,973.92	
15,600.00	Departmental Equipment .....	28,310.22	
15,550.00	Gen. Repairs, Impvts and Supplies.....	5,698.24	
20,000.00	Capital Additions .....	23,680.37	
	Balance December 31, 1922.....	2,161.16	
<hr/>		<hr/>	
\$289,525.00	Total .....	\$279,473.48	
35,000.00	(Estimated) Less Revenues	(actual) 35,007.48	
\$254,525.00	1923-24 Appropriation	1921-22 \$244,466.00	

**IDAHO TECHNICAL INSTITUTE**

Budget 1923-24		Expended 1921-22	
\$212,044.00	Salaries and Wages.....	\$184,325.02	
47,840.00	Operation and Maintenance.....	32,598.68	
39,095.00	Departmental Exp. and Supplies.....	27,953.84	
57,086.00	Departmental Equipment .....	19,827.35	
33,674.00	Gen. Repairs, Impvts. & Supplies.....	12,275.29	
None	Capital Additions .....	45,062.73	
	Balance December 31, 1922.....	2,583.95	
<hr/>		<hr/>	
\$389,739.00	Total .....	\$279,564.13	
47,700.00	(Estimated) Less Revenues	(actual) 83,803.13	
\$342,039.00	1923-24 Appropriation	1921-22 \$195,761.00	

**ALBION NORMAL SCHOOL**

Budget 1923-24		Expended 1921-22	
\$132,370.00	Salaries and Wages.....	\$101,714.17	
30,800.00	Operation and Maintenance.....	34,322.66	
4,525.00	Departmental Exp. and Supplies.....	3,920.87	
5,750.00	Departmental Equipment .....	9,290.68	
11,500.00	Gen. Repairs, Impvts. & Supplies.....	17,364.76	
8,000.00	Capital Additions .....	None	
	Balance December 31, 1922.....	1,827.09	
<hr/>		<hr/>	
\$192,945.00	Total .....	\$168,440.23	
67,200.00	(Estimated) Less Revenues	(actual) 72,701.23	
\$125,745.00	1923-24 Appropriation	1921-22 \$ 95,739.00	

## LEWISTON NORMAL SCHOOL

Budget 1923-24		Expended 1921-22
\$201,314.00	Salaries and Wages.....	\$200,142.03
40,976.00	Operation and Maintenance.....	36,308.94
15,358.00	Departmental Exp. and Supplies.....	16,589.14
6,279.00	Departmental Equipment .....	1,818.09
33,320.00	Gen. Repairs, Impvts. and Supplies.....	22,786.52
None	Capital Additions .....	None
	Balance December 31, 1922.....	3,447.51
<hr/>		<hr/>
\$297,247.00	Total .....	\$281,092.23
60,000.00	(Estimated) Less Revenues .....	(actual) 71,040.23
<hr/>		<hr/>
\$237,247.00	1923-24 Appropriations .....	1921-22 \$210,052.00

## UNIVERSITY OF IDAHO

Budget 1923-24		Expenditures 1921-22
1. Schools & Colleges.		
\$ 319,429.00	College of Letters & Science.....	\$ 264,666.21
212,970.00	College of Agriculture.....	203,964.08
40,000.00	School of Education.....	32,948.83
69,420.00	College of Engineering.....	43,374.23
42,660.00	School of Forestry.....	35,523.45
24,968.00	College of Law.....	23,554.32
32,775.00	School of Mines.....	27,604.33
2. Experimentation & Stations.		
\$ 94,335.00	Home Station .....	\$ 89,252.60
11,140.00	Aberdeen .....	9,967.92
24,450.00	Caldwell .....	26,967.42
7,550.00	Felt .....	6,955.18
13,695.00	Sandpoint .....	13,790.65
3. Extension Division.		
\$ 291,470.00		\$ 306,770.21
4. Administration & Operation.		
\$ 473,625.00		\$ 460,369.95
<hr/>		<hr/>
\$1,658,487.00	TOTAL .....	\$1,545,709.38
576,535.00	(Estimated) Less Income.....	717,082.38
<hr/>		<hr/>
\$1,081,952.00	To be Appropriated from Taxation.....	\$ 828,627.00

**STATE BOARD OF EDUCATION, BIENNIUM 1921-1922**

On the years of the meeting of the Legislature, this office is required to prepare a state financial and statistical report for the Department of Education, Washington, D. C. A report of this nature requires the securing of a vast amount of information not only from the state institutions and public schools, but also from all private schools, business colleges, etc., and the assembling and publication of such a report necessarily involves a large amount of clerical and statistical work.

The office force of the State Board of Education, during the past biennium, remained the same as that of the previous biennium and was made up of the following employees:

Chief Clerk—Secretary to the Commissioner of Education, who has immediate charge of the clerical staff.

Assistant to the State Superintendent of Public Instruction.

Certification Clerk—Having immediate charge of the examination, recording and issuing of all certificates.

Bookkeeper—Has charge of the financial records of the department, checks all institution claims and payrolls and receives and receipts for all certification fees and for all other money collected by the department.

Junior Clerk—Secretary to the Business Agent and Auditor, responsible for all insurance records of the six institutions as well as all records of contracts and bonds.

Junior Clerk—Secretary to the State Superintendent of Public Instruction.

Junior Clerk—Assists Certification clerk in the filling and recording of records and the handling of the vast amount of correspondence necessary in the examination and issuance of teachers' certificates.

All stenographers and clerks are required to do their own filing in addition to their stenographic work.

The average daily mail, as prepared and mailed by the Department, during the past two years has exceeded a daily average of 165 letters. This figure does not include circular letters mailed nor does it include second class mail.

**STATE BOARD OF EDUCATION****Department Budget—1923-24****Income****1921-1922**

I. Maintenance — Total.....	\$ 68,221.77
a. Salaries and Wages.....	\$ 45,470.00
b. Expense and Supplies.....	19,215.00
c. Equipment .....	750.00
d. Sale of Bulletins.....	1,272.40
e. Certification Fund 1919-20.....	1,514.37

**STATE BOARD OF EDUCATION**  
**Department Budget—1923-24**

Budget 1923-24

\$ 67,880.00

Expended 1921-22  
\$ 68,221.77

**Expenditures**

Total	Maintenance	Total
(a)		
Total	Salaries and Wages	Total
\$ 47,680.00	Honorarium	\$ 975.00
\$ 1,000.00	State Supt. Pub. Instruction	4,800.00
4,800.00	Ass't to State Supt.	3,988.86
4,000.00	Comm'r of Education	11,966.67
12,000.00	Other Salaries	24,126.54
24,780.00	Grading Exam. Papers	1,069.47
1,100.00		

(b)

Total	Expense and Supplies	Total
\$ 19,500.00	Printing	\$ 6,698.16
\$ 6,500.00	Postage	1,508.31
1,600.00	Office Exp. & Supplies	2,060.49
2,200.00	Telephone & Telegraph	1,073.44
1,200.00	Travel, Trans., & Lodging	8,068.14
8,000.00		

(c)

Total	Equipment	Total
\$ 700.00	Bal. Dec. 31, 1922	\$ 1,200.14
		\$ 686.55

Total Budget for 1923-24 \$ 67,880.00  
Less Teachers' Certification Fund (income estimated) 9,000.00

To be Appropriated Biennium 1923-24 \$ 58,880.00

## **STANDARDIZATION OF COUNTY SCHOOL RECORDS, REPORTS AND ACCOUNTS**

During the past year an advanced step has been taken in the uniformity of records in that we have compiled and adopted a uniform Fiscal Report and Budget form for all independent and rural high school districts. This form of budget was adopted by the State Board at its January, 1922, meeting.

This system was approved by the State Teachers' Association and corresponds to the system recommended by Dr. Strayer and approved by the U. S. Department of Education. The budget form provides a detailed classification of expenditures and revenues and its conscientious use will result in placing school districts on a known basis of receipts and expenditures, and at the same time be uniform over the entire state, and comply with all state and federal reports.

Another achievement worthy of note and of even more importance was the approval of a new uniform system of accounting for school districts as approved and recommended by the State Board of Education at its meeting held in Boise, January 28, 1922.

This accounting system has been in course of preparation during the past two years. Parts of it have been in use for two years and have been thoroughly tested in actual practice. Under the direction of the State Board this system has been prepared by the Edwin A. Wilson Accounting firm of Twin Falls and Boise. Their large experience in the auditing of school district accounts has been of great value in the preparation and perfecting of this uniform system.

There is nothing particularly new or revolutionary about the system, and its chief virtue is its simplicity.

Its conscientious use will prove of great value to boards of trustees, and of direct financial benefit to the tax payers of the state. This uniform system ties in with, and becomes a part of the budget form which has been approved by the State Board and its use required by all school districts in the state. Nothing that a school board can do for their districts toward a thorough control of their finances would be equal in importance to the adoption of a budget system, and a thorough and uniform system of accounting. It will result in a great saving of time, and will enable school boards to administer the affairs of the schools in a thorough and business-like manner.

This system will meet all state and federal requirements. It can be economically installed and operated, and it will be uniform throughout the entire state. Its adoption or use is going to place Idaho well toward the front in school financing and control in the United States.

At the time this report is being written some twenty-five of our larger independent districts have adopted and installed the Uniform Accounting System. The accountants of the state are recommending

its use in our schools. One accountant who installed this system for a school district reports that it took him but 27 hours' working time to complete one year's records.

Practically all forms, accounts and reports of school trustees, both for the County Superintendents and for this office, have been standardized, and are now in use throughout the State. Standardization in accounting and statistics is a recognized method for efficiency.

There are listed herewith the required forms of school and county reports and blanks as approved and adopted by the State Board of Education. These forms are all prepared by this office and are therefore uniform for the State.

**SCHOOL FORMS APPROVED AND ADOPTED**  
by the

**STATE BOARD OF EDUCATION**

- S. B. E. 2-100 Budget of Receipts and Expenditures.
- S. B. E. 2-101 Teacher's Term Report, Common Schools.
- S. B. E. 2-102 School Census Marshall's Report.
- S. B. E. 2-103 Annual Report of Trustees (Common District).
- S. B. E. 2-104 Notice Annual School Meeting and Election Common School Districts.
- S. B. E. 2-105 Return of Election to County Superintendent (Common District).
- S. B. E. 2-106 Teacher's Application Blank.
- S. B. E. 2-107 Certification of Special Tax.
- S. B. E. 2-108 Notice of Annual School Meeting and Election (Independent District).
- S. B. E. 2-109 Oath of Judge of Election.
- S. B. E. 2-110 Oath of Clerk of Election.
- S. B. E. 2-111 Trustees' Oath of Office.
- S. B. E. 2-112 Annual Report of Independent School District Trustees.
- S. B. E. 2-113 Teacher's Monthly Report to County Superintendent.
- S. B. E. 2-114 County Superintendent's School Inspection Report.
- S. B. E. 2-115 Standard School Requirements (Card).
- S. B. E. 2-117 Record of Teacher's Examination and Certificates.
- S. B. E. 2-118 Form for County Superintendents to remit Fees for Sale of Certificates.
- S. B. E. 2-119 Examination Reports.
- S. B. E. 2-120 H. S. Inspection Report.
- S. B. E. 2-121 Teacher's Contract.
- S. B. E. 2-122 Order for School Warrant.
- S. B. E. 2-123 Notice of Bond Election (Common School District).
- S. B. E. 2-124 Notice of Bond Election for Independent Districts.
- S. B. E. 2-125 Notice of Apportionment to Clerk of Districts.
- S. B. E. 2-127 County Superintendents' Financial Record Sheets.
- S. B. E. 2-128 Trustee's Record Book.

- S. B. E. 2-129 County Superintendent's Notice to Clerk of Balance in School District Treasury.
- S. B. E. 2-130 Return of Bond Election for County Superintendent.
- S. B. E. 2-131 Same as 2-130 only for Independent District.
- S. B. E. 2-132 Trustees' Annual Financial Report (All Districts).
- S. B. E. 2-133 Examiner's Record and Application at Teachers' Examination.
- S. B. E. 2-134 Return of Election of Trustees (Ind. Dist.)
- S. B. E. 2-135 County Superintendent's Annual Report Sheets.
- S. B. E. 2-136 County Superintendents' Apportionment, Teacher, and Trustees' Record Book.
- S. B. E. 2-137 Common School District Bond Forms.
- S. B. E. 2-138 Independent School District Bond Forms.
- S. B. E. 2-139 Notice of Annual School Meeting and Election—Rural High Districts.
- S. B. E. 2-140 Return of Election to County Superintendent—Rural High Districts.
- S. B. E. 2-141 Transfer of High School Tuition Blanks.
- S. B. E. 2-142 Budget form for all Independent & Class A Districts.
- S. B. E. 2-143 Eighth Grade Diploma.
- S. B. E. 2-144 Abstract of Bond Election Proceedings—Ind. Dists.
- S. B. E. 2-145 Abstract of Bond Election Proceedings—Common Districts.
- S. B. E. 2-146 County Teachers' Certificates—1st, 2nd, 3rd grade, and 1st grade permanent certificates.

#### MILLAGE FOR INDEPENDENT SCHOOL DISTRICTS

In accordance with Chapter 59, Session Laws of 1917, independent districts may levy a special tax sufficient to furnish funds when added to the county apportionment to provide for the maintenance of schools for nine months of the year. This tax, together with the levy for the maintenance of schools "shall not exceed 10 mills on the dollar of the assessed valuation of all property in the district." This act was so amended as to provide that the State Board of Education may authorize the particular district to increase its levy from ten to a maximum of fifteen mills on the dollar. No district is given this privilege by the Board of Education except upon the showing of financial conditions that in the opinion of the board justifies such increase above 10 mills. Each district making application for an increase of levy does so upon a prescribed form of financial statement authorized by this office and bears the signature of the chairman and clerk of the district board. This increased levy as granted must be expended for the payment of (1) interest on bonds and sinking fund; (2) bonds at maturity; (3) for maintenance.

For the school year 1921-22 the Board granted 69 districts permission to increase their levy above 10 mills. For the school year 1922-23 there were 67 districts granted this increase over 10 mills.



The operation and maintenance cost for the public schools decreased in 1921-22 over that for the year 1920-21, \$131,293.00, which represents a decrease of 6.5%, while the average daily attendance for the same period increased 3.5%.

The following is a list of school districts granted increases during the past two years:

### DISTRICTS GRANTED INCREASE IN LEVIES

1921

TOWN	Dist. No.	COUNTY	Amt. in Mills
Aberdeen .....	58	Bingham .....	15
Ashton .....	8	Fremont .....	15
Bancroft .....	51	Bannock .....	14
Blackfoot .....	8	Bingham .....	15
Boise .....	1	Ada .....	15
Bonniers Ferry .....	4	Boundary .....	15
Bonniers Ferry .....	14	Boundary .....	13.3
Buhl .....	3	Twin Falls .....	15
Burley .....	1	Cassia .....	15
Caldwell .....	28	Canyon .....	15
Cascade .....	1	Valley .....	15
Challis .....	1	Custer .....	15
Coeur d'Alene .....	1	Kootenai .....	15
Craigmont .....	2	Lewis .....	15
Craigmont .....	37	Lewis .....	15
Dietrich .....	42	Lincoln .....	15
Dubois .....	4	Clark .....	15
Felt .....	1	Teton .....	15
Filer .....	4	Twin Falls .....	12
Genesee .....	2	Latah .....	15
Grace .....	35	Bannock .....	15
Grangeville .....	2	Idaho .....	15
Hagerman .....	40	Gooding .....	15
Hansen .....	7	Twin Falls .....	15
Harrison .....	15	Kootenai .....	15
Hollister .....	6	Twin Falls .....	15
Idaho Falls .....	1	Bonneville .....	15
Jerome .....	33	Jerome .....	15
Kamiah .....	52	Lewis .....	15
Kellogg .....	6	Shoshone .....	13
Kimberley .....	2	Twin Falls .....	15
Lago .....	9	Bannock .....	12.5
Marysville .....	6	Fremont .....	13
McCammon .....	24	Bannock .....	15
Meridian .....	27	Ada .....	12
Montpelier .....	1	Bear Lake .....	15

Moreland .....	28	Bingham .....	15
Moscow .....	5	Latah .....	15
Mullan .....	12	Shoshone .....	15
Murtaugh .....	8	Twin Falls .....	15
Nampa .....	37	Canyon .....	15
Nez Perce .....	1	Lewis .....	15
Oakley .....	2	Cassia .....	15
Paris .....	2	Bear Lake .....	15
Paul .....	3	Minidoka .....	15
Parma .....	8	Canyon .....	13
Payette .....	32	Payette .....	15
Plummer .....	12	Benewah .....	12
Pocatello .....	1	Bannock .....	15
Priest River .....	13	Bonner .....	13
Rathdrum .....	2	Kootenai .....	15
Richfield .....	16	Lincoln .....	15
Rupert .....	2	Minidoka .....	15
Rupert .....	1	Minidoka .....	15
Salmon .....	30	Lemhi .....	15
Sandpoint .....	1	Bonner .....	15
Shoshone .....	12	Lincoln .....	15
Soda Springs .....	6	Caribou .....	15
Spirit Lake .....	50	Kootenai .....	15
St. Anthony .....	2	Fremont .....	15
St. Maries .....	1	Benewah .....	15
Star .....	20	Ada .....	15
Sugar City .....	4	Madison .....	15
Twin Falls .....	1	Twin Falls .....	15
Wallace .....	8	Shoshone .....	15
Weiser .....	72	Washington .....	15
Wendell .....	35	Gooding .....	15
Winchester .....	38	Lewis .....	15
Worley .....	57	Kootenai .....	15

## DISTRICTS GRANTED INCREASE IN LEVIES

1922

TOWN	Dist. No.	COUNTY	Amt. in Mills
Aberdeen .....	58	Bingham .....	15
Ashton .....	8	Fremont .....	15
Bancroft .....	51	Bannock .....	15
Blackfoot .....	8	Bingham .....	15
Boise .....	1	Ada .....	15
Bonnors Ferry .....	14	Boundary .....	15
Bonnors Ferry .....	4	Boundary .....	15
Buhl .....	3	Twin Falls .....	15
Burley .....	1	Cassia .....	15
Caldwell .....	28	Canyon .....	15

Cascade .....	1	Valley .....	15
Castleford .....	9	Twin Falls .....	15
Challis .....	1	Custer .....	15
Coeur d'Alene .....	1	Kootenai .....	15
Craigmont .....	1	Lewis .....	15
Dietrich .....	42	Lincoln .....	15
Dubois .....	4	Clark .....	15
Felt .....	1	Teton .....	15
Filer .....	4	Twin Falls .....	12
Genesee .....	2	Latah .....	15
Grace .....	35	Bannock .....	15
Grangeville .....	2	Idaho .....	15
Hagerman .....	40	Gooding .....	15
Hansen .....	7	Twin Falls .....	13
Harrison .....	15	Kootenai .....	15
Hollister .....	6	Twin Falls .....	15
Idaho Falls .....	1	Bonneville .....	15
Jerome .....	33	Jerome .....	14
Kamiah .....	52	Lewis .....	15
Kellogg .....	6	Shoshone .....	15
Kimberley .....	2	Twin Falls .....	15
McCammon .....	24	Bannock .....	15
Meridian .....	33	Ada .....	12
Montepelier .....	1	Bear Lake .....	15
Moore .....	2	Butte .....	15
Moreland .....	28	Bingham .....	15
Moscow .....	5	Latah .....	14
Mullan .....	12	Shoshone .....	15
Murtaugh .....	8	Twin Falls .....	15
Nampa .....	37	Canyon .....	15
Nez Perce .....	1	Lewis .....	15
Oakley .....	2	Cassia .....	12
Paris .....	2	Bear Lake .....	15
Paul .....	3	Minidoka .....	15
Parma .....	8	Canyon .....	14
Payette .....	32	Payette .....	15
Plummer .....	12	Benewah .....	12
Pocatello .....	1	Bannock .....	15
Priest River .....	13	Bonner .....	14
Rathdrum .....	2	Kootenai .....	14
Richfield .....	16	Lincoln .....	15
Rupert .....	2	Minidoka .....	12
Rupert .....	1	Minidoka .....	15
Salmon .....	1	Lemhi .....	15
Sandpoint .....	1	Bonner .....	15
Shoshone .....	12	Lincoln .....	15
Spirit Lake .....	50	Kootenai .....	15

St. Anthony .....	2	Fremont .....	15
St. Maries .....	1	Benewah .....	15
Sugar City .....	4	Madison .....	15
Twin Falls .....	1	Twin Falls .....	15
Wallace .....	8	Shoshone .....	15
Weiser .....	1	Washington .....	15
Wendell .....	35	Gooding .....	11
Whitebird .....	19	Idaho .....	15
Winchester .....	38	Lewis .....	15
Worley .....	57	Kootenai .....	15

### SCHOOL BUILDING PLANS

The Idaho Bulletin of Education, Vol. VII, No. 7, dated June 1921, prepared by this office during the past year, contains "Regulations and Advice for School Buildings and Grounds," and combined with this, it contains fifteen plans of school buildings; six of the one room, seven of the two room, and two of the three room type. All these plans have been prepared by this department and they meet all state requirements. Since the issuance of this bulletin there has been a great demand throughout the state for plans of these buildings and over 300 districts have been furnished a set of plans for the construction of a new building. Complete working plans, specifications and a form of contract for any of the buildings illustrated in this bulletin are furnished school districts without cost to the district.

In preparing the plans of school buildings as contained in this bulletin, it was the intention of the Department of Education to lay out, not specific plans, but a few general ones, which meet the needs of the present day. In such plans, considerable attention has been given to the problem of proper lighting heating and ventilating of these buildings.

*Approval of School Building Plans.* In accordance with the school code C. S. 803 (2) Part 2, and the rules of the State Board of Education, all plans and specifications, other than those prepared by this office, must be approved by this department before contracts are let. A licensed architect, employed by the State Board of Education, passes upon all school house plans and specifications, as to the construction, sanitation, lighting, heating, ventilating, and seating arrangements, this office passing upon the educational features.

This plan of approval secures for all districts in the State buildings which, when completed, will meet all requirements of the State, and provide a building properly constructed as to heating, ventilation and lighting, thus safeguarding the health of children in the public schools.

On the following page will be found a table giving the number of schoolbuildings in each county of the State of the one, two, three and four-room type, and those larger than the four-room building. The

value of the buildings and grounds by counties, for the years 1920-21, and 1921-22, is also given. From an examination of this table it will be seen that there has been an increase in the value of school property during the past two years.

The increase in the total value of all school property for the year 1920 over that of 1919, was \$2,658,478.00. The increase for the past two years has not been nearly so marked. The total value of school buildings and grounds for the year 1921 was \$15,319,849.00, and for the year 1922 the value increased to \$16,153,669.00.

On June 30, 1922, there were 1722 school buildings in the State owned by school districts as compared to 1711 for the year 1919. These figures do not include rented buildings. The total number of school buildings of the one, two, three and four room type was 32 less in 1922 than in the year 1919. The increase in school buildings during the past three years has been of the larger designs—or four rooms or more; and the number of these buildings has shown an increase of 20 per cent for the year 1922 over that of the year 1919.

# NUMBER OF SCHOOL BUILDINGS AND VALUE OF BUILDINGS AND GROUNDS.

County	One Room		Two Room		Three Room		Four Room		More Than Four Rooms		Total		Rented Buildings		Total Bldgs. Owned		Total Value	
	1921	1922	1921	1922	1921	1922	1921	1922	1921	1922	1921	1922	1921	1922	1921	1922	1921	1922
Ada	28	28	20	20	2	2	5	5	17	17	72	72	1	1	71	71	\$ 1,304,065.71	\$ 1,543,678.04
Adams	25	26	16	17	1	1	1	1	1	1	30	31	0	0	36	36	93,150.00	92,500.00
Bannock	39	32	12	13	9	10	1	1	17	10	82	70	1	1	81	81	1,113,782.80	1,140,863.66
Benewah	25	24	3	3	2	1	2	3	5	5	24	24	2	2	24	24	237,505.22	279,300.00
Bingham	27	25	13	12	2	2	10	10	12	13	34	33	1	1	33	33	210,625.00	219,725.00
Blaine	14	15	3	4	0	0	1	1	3	3	64	62	4	3	60	59	665,800.00	639,100.00
Boise	18	21	3	3	0	0	0	0	12	13	21	22	0	0	20	22	236,171.89	240,697.27
Bonner	47	48	9	12	1	2	1	1	8	8	65	71	3	2	18	22	20,000.00	19,700.00
Bonneville	33	33	14	14	4	4	1	1	9	10	60	61	2	2	58	59	383,590.45	410,500.00
Boundary	16	17	5	4	1	1	1	1	2	2	24	24	1	1	24	24	741,533.47	694,475.00
Butte	10	10	2	2	0	0	1	1	2	2	15	17	1	1	15	17	104,460.00	109,057.46
Camas	16	17	2	2	0	0	2	2	2	2	18	17	0	0	18	17	126,100.00	123,079.00
Canyon	30	31	20	20	1	2	10	13	12	10	73	76	2	3	71	78	45,100.00	47,900.00
Caribou	8	8	1	1	3	3	3	3	4	4	11	11	0	0	11	11	851,784.91	956,259.05
Cassia	29	20	8	10	3	3	3	3	3	4	47	44	2	2	47	42	140,000.00	124,460.00
Clark	9	11	3	4	0	0	1	1	3	3	14	16	1	1	13	15	577,990.46	625,476.00
Clearwater	27	28	8	8	1	1	1	1	3	3	40	40	1	1	40	40	91,202.82	109,777.82
Custer	17	17	4	5	0	0	0	0	2	2	23	24	1	2	22	22	134,026.18	129,157.16
Elmore	21	21	4	14	3	3	3	3	4	4	25	25	2	2	23	22	53,860.00	79,999.00
Franklin	4	4	14	14	3	3	3	3	3	4	28	28	1	1	28	28	145,050.00	142,800.00
Fremont	19	19	5	5	3	3	2	2	7	7	36	36	1	1	35	35	332,600.00	299,800.00
Gem	18	19	7	6	0	0	1	1	2	2	29	30	1	1	28	29	302,969.00	304,944.00
Gooding	18	14	2	2	0	0	1	1	6	6	27	23	1	1	26	23	327,200.00	316,900.00
Idaho	80	76	2	5	2	2	1	1	4	4	89	91	1	1	88	91	227,186.00	241,002.40
Jefferson	10	10	4	4	4	4	1	1	8	8	27	27	1	1	26	27	482,700.00	465,342.16
Jerome	9	6	5	4	1	1	3	2	3	6	21	22	1	1	20	21	367,120.62	408,750.00
Kootenai	66	65	4	4	3	3	8	8	14	14	95	94	2	2	93	92	574,355.00	608,125.00
Latah	75	75	11	11	1	1	3	3	19	19	99	99	1	1	98	98	456,019.02	434,377.33
Lemhi	25	25	3	3	1	1	1	1	6	6	32	32	0	0	32	32	111,550.00	111,550.00
Lewis	30	30	5	5	1	1	1	1	6	6	41	40	1	1	41	40	188,550.00	170,200.00
Lincoln	14	14	1	1	1	1	1	1	3	3	18	18	1	1	18	18	220,950.00	214,900.00
Madison	5	5	4	4	1	1	6	5	8	8	24	24	1	2	23	22	452,975.00	442,438.58
Minidoka	7	14	7	8	1	1	3	3	8	8	23	28	1	1	23	28	236,320.00	299,628.58
Nez Perce	54	54	5	5	1	1	3	3	4	4	70	70	1	1	69	69	503,800.00	537,300.00
Owney	13	13	12	12	1	1	1	1	4	4	36	36	0	0	36	36	152,900.00	232,290.00
Owyhee	30	30	1	1	1	1	1	1	5	5	22	24	2	2	22	22	161,070.00	165,320.00
Payette	13	14	4	4	1	1	1	1	3	3	40	41	1	1	39	44	250,100.00	258,978.00
Power	33	35	3	5	1	1	1	1	5	5	26	26	3	3	23	27	140,675.00	132,000.00
Shoshone	17	17	5	6	2	2	1	1	4	4	30	30	3	3	27	31	465,400.00	472,800.00
Teton	23	23	11	11	3	3	2	2	5	5	64	64	1	1	64	64	111,300.00	112,300.00
Twin Falls	20	20	3	3	2	2	1	1	27	27	26	27	1	1	25	27	1,339,901.61	1,447,189.68
Valley	37	37	9	9	1	1	2	1	3	4	52	52	0	0	52	52	74,518.39	65,973.54
Washington																	243,030.88	291,930.00
TOTALS	1,068	1,061	276	292	61	64	81	86	254	254	1,740	1,757	38	38	1,702	1,721	\$15,319,849.43	\$16,153,669.63

N. B.— • This includes 21 portable school buildings used in Nampa.

**AUDIT OF INDEPENDENT SCHOOL DISTRICTS' ACCOUNTS**

Chapter 56, Session Laws of 1919 directs that the Board of Trustees of every school district of the State of Idaho, except the Board of trustees of common school districts, shall at intervals not greater than four years cause to be made by competent accountants an audit of the districts accounts and records and the filing of a copy of such audit in the office of the State Board of Education. The expense of such audit is to be paid by the district for which the audit was made. This act was approved on March 14, 1919, and therefore, in accordance with the provisions of this act, all districts affected, which have not as yet had their books and accounts audited during the past four years, must do so before the 14th day of March 1923. Provision is also made that upon the failure or neglect of the board of trustees to have such an examination or report made and completed within a reasonable time, the State Board of Education may cause the same to be made on behalf of the district.

The following are lists of the districts having such audits completed during the past two years:

**Year 1921**

Town	District	County
Nez Perce .....	Ind. No. 1 .....	Lewis
Pierce .....	Ind. No. 1 .....	Clearwater
Twin Falls .....	Ind. No. 1 .....	Twin Falls
Buhl .....	Ind. No. 3 .....	Twin Falls
Jerome .....	Ind. No. 33 .....	Jerome
Rigby .....	Ind. No. 5 .....	Jefferson
Nampa .....	Ind. No. 37 .....	Canyon
Lewiston .....	Ind. No. 1 .....	Nez Perce
Genesee .....	Ind. No. 2 .....	Latah
Murtaugh .....	Ind. No. 8 .....	Twin Falls
Boise .....	Ind. No. 1 .....	Ada
Filer .....	Ind. No. 4 .....	Twin Falls
Burley .....	Ind. No. 1 .....	Cassia
Sandpoint .....	Ind. No. 1 .....	Bonner
Paul .....	Ind. No. 3 .....	Minidoka

**Year 1922**

Town	District	County
Harrison .....	Ind. No. 15 .....	Kootenai
Emmett .....	Ind. No. 9 .....	Gem
Notus .....	Ind. No. 38 .....	Canyon
Grace .....	Ind. No. 35 .....	Bannock
Lewisville .....	Ind. No. 7 .....	Jefferson
Pocatello .....	Ind. No. 1 .....	Bannock
Kootenai .....	Ind. No. 11 .....	Bonner

Shelley .....	Ind. No. 30 .....	Bingham
Declo .....	Ind. No. 3 .....	Cassia
Coeur d'Alene .....	Ind. No. 1 .....	Kootenai
Castleford .....	Ind. No. 9 .....	Twin Falls
Rathdrum .....	Ind. No. 2 .....	Kootenai
Caldwell .....	Ind. No. 28 .....	Canyon
Grace .....	Ind. No. 3 .....	Bannock
Burley .....	Ind. No. 1 .....	Cassia
Sandpoint .....	Ind. No. 1 .....	Bonner
Idaho Falls .....	Ind. No. 19 .....	Bonneville

#### PER CAPITA COST FOR INSTRUCTION AND OPERATION INDEPENDENT CLASS "A" DISTRICTS

On the following page will be found a table giving the per capita cost for instruction and operation, both on the basis of total enrollment and the average daily attendance for 33 independent class-A districts for the school years 1920-21 and 1922. For the sake of comparison the table for 29 class-A independent districts is reproduced from the report for the biennium 1919-20. From an examination of this table it will be noted that the average per capita cost for the 33 districts on the basis of enrollment was \$66.76 for the school year 1920-21, and for the year 1922 decreased to \$64.19. The average per capita cost on the basis of average daily attendance for the school year 1921, was \$84.69, and for the school year 1922 decreased to \$78.38.

The school district having the highest per capita cost for instruction and operation based on the average daily attendance was that of Mullan, Shoshone County, reporting a per capita cost of \$152.25 for the year 1921, and \$118.52 for the year 1922. The lowest cost reported on the same basis was that of Malad, Oneida County, reporting \$53.44 for the year 1921, and \$53.26 for 1922.

The per capita cost for all districts on the same basis in the state, based on the enrollment for the year 1920-21, is \$69.78. It will thus be seen that the average per capita cost is lower in the Class A. Independent districts than the average for the entire state.

The average daily attendance of these districts for the year 1919-20 was 74.4% of the enrollment; for the year 1920-21 78.8%; and for the year 1922 81.9%.



# PER CAPITA COST FOR INSTRUCTION AND OPERATION OF 29 INDEPENDENT CLASS "A" DISTRICTS

Town	County	District Number	Instruction and Operation Expenditures		Total Enrollment		Per Capita Cost by Enrollment		Average Daily Attendance		Per Capita Cost by Ave. Daily Attend.	
			1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20	1918-19	1919-20
American Falls.....	Power	1	\$ 27,812.40	\$ 40,867.32	510	522	\$ 54.53	\$ 77.33	442	396	\$ 62.92	\$ 101.94
Boise.....	Ada	1	202,829.59	287,374.69	4,398	4,832	46.12	59.47	3,017	3,425	67.23	83.91
Blackfoot.....	Bingham	8	60,330.00	64,415.53	1,423	1,439	42.40	44.76	980	1,073	61.56	60.03
Buhl.....	Twin Falls	3	45,631.52	70,588.21	962	844	47.43	83.60	574	591	79.50	119.44
Burley.....	Cassia	1	60,148.20	90,039.64	1,699	1,924	35.40	46.80	1,115	1,337	67.34	67.34
Caldwell.....	Canyon	28	56,364.41	76,405.92	1,632	1,501	34.54	50.90	702	981	71.17	77.88
Coeur d'Alene.....	Kootenai	1	56,123.59	72,173.83	1,386	1,572	40.49	45.91	1,051	1,227	53.40	58.82
Emmett.....	Gem	9	33,804.78	46,665.10	994	1,077	34.01	43.33	854	814	39.58	57.33
Gooding.....	Gooding	10	35,140.63	54,406.71	828	899	42.44	60.52	584	657	60.17	82.81
Idaho Falls.....	Bonneville	1	82,301.87	105,268.02	2,121	2,463	38.80	42.74	1,512	1,773	54.43	59.37
Jerome.....	Jerome	33	42,943.45	56,448.51	1,078	1,087	39.84	51.93	468	795	91.76	71.00
Lewiston.....	Nez Perce	1	66,330.49	76,475.95	1,578	1,701	42.03	44.95	1,082	1,230	61.30	62.18
Malad.....	Oneida	1	24,769.16	37,153.75	984	1,029	25.17	36.11	774	864	32.00	42.89
Montpelier.....	Bear Lake	1	26,629.41	37,187.80	756	926	35.22	40.16	491	584	54.24	63.68
Moscow.....	Latah	5	44,979.97	49,525.67	1,061	1,075	42.39	46.07	922	927	48.79	53.43
Nampa.....	Canyon	37	64,350.91	98,478.58	1,870	2,087	34.41	47.19	1,177	1,317	54.67	74.77
Payette.....	Payette	32	31,429.81	39,567.18	889	1,016	35.35	38.94	733	783	42.88	50.53
Pocatello.....	Bannock	1	100,687.35	146,541.67	2,756	2,870	36.53	51.06	2,292	2,292	45.70	63.94
Preston.....	Franklin	1	31,381.59	39,264.11	1,004	1,043	31.26	37.65	821	824	47.65	47.65
Rexburg.....	Madison	1	29,344.21	42,421.50	890	1,021	32.97	41.55	762	762	45.01	55.67
Richty.....	Jefferson	5	20,433.54	47,492.43	844	1,023	34.87	46.52	583	814	50.49	58.34
Rupert.....	Minidoka	1	50,119.55	70,942.35	1,039	1,356	48.24	51.87	720	900	69.59	78.16
Sandpoint.....	Bonner	1	53,465.90	63,553.33	1,137	1,281	47.02	49.61	813	907	65.76	70.07
St. Anthony.....	Bonnet	2	35,638.78	39,187.11	873	903	40.71	43.40	556	708	62.79	55.35
St. Marys.....	Beneath	1	25,848.16	59,607.64	601	671	43.01	88.83	466	513	56.68	116.19
Twin Falls.....	Twin Falls	1	127,687.35	178,365.45	2,698	2,805	47.33	63.59	1,532	2,353	83.35	75.80
Wallace.....	Shoshone	8	48,931.15	54,751.86	721	609	69.25	89.90	540	466	90.61	117.49
Wardner-Kellogg.....	Shoshone	6	60,560.01	66,367.71	1,118	985	54.17	67.38	781	884	77.54	75.08
Weiser.....	Washington	1	35,043.35	38,900.66	921	1,064	38.05	36.56	688	760	50.94	51.19
Totals.....			\$1,589,955.73	\$2,149,338.23	38,771	41,625	\$ 41.01	\$ 51.64	26,923	30,957	\$ 59.05	\$ 69.43
Averages.....									69.4	74.4		
Per cent of Enrollment.....												

PER CAPITA COST FOR INSTRUCTION AND OPERATION OF 33 INDEPENDENT CLASS "A" DISTRICTS.

Town	County	District Number	Instruction and Operation Expenditures		Total Enrollment		Per Capita Cost by Enrollment		Average Daily Attendance		Per Capita Cost by Ave. Daily Attendance	
			1921	1922	1921	1922	1921	1922	1921	1922	1921	1922
American Falls	Power	1	44,356.38	48,754.90	585	619	\$ 75.83	\$ 78.76	448	515	99.01	94.67
Boise	Ada	1	411,735.98	383,136.06	4,909	4,959	83.87	73.28	3,808	3,954	108.12	91.84
Blackfoot	Bingham	8	128,800.67	94,162.18	1,819	1,435	70.81	66.62	1,412	1,242	91.22	75.81
Bonnars Ferry	Boundary	4	47,198.86	41,854.54	526	528	89.56	79.27	383	433	123.23	96.66
Buhl	Twin Falls	3	104,422.22	60,760.00	1,300	1,137	80.32	50.76	1,039	967	100.50	62.83
Burley	Cassia	1	123,462.20	122,902.39	1,890	1,885	65.32	65.20	1,523	1,577	81.07	77.93
Caldwell	Canyon	28	90,727.90	90,138.47	1,659	1,524	54.69	59.15	1,248	1,186	70.44	76.00
Coeur d'Alene	Kootenai	9	105,077.76	119,862.48	1,690	1,792	62.18	66.89	1,169	1,510	89.89	79.38
Emmett	Gem	9	58,304.78	60,034.52	1,111	1,087	52.48	55.23	825	876	70.87	68.61
Gooding	Gooding	10	80,463.38	67,284.07	921	978	87.37	68.80	748	833	107.57	80.77
Idaho Falls	Bonneville	1	161,609.07	148,134.09	2,684	2,644	62.54	56.03	1,902	2,063	84.97	71.81
Jerome	Jerome	33	83,038.24	87,500.61	1,222	1,232	67.95	71.02	937	991	88.62	88.30
Kimberly	Twin Falls	2	45,495.56	47,294.95	600	629	75.83	75.19	485	480	93.81	98.53
Lewiston	Nez Perce	1	99,048.57	104,720.78	1,600	1,600	61.91	65.45	1,238	1,350	80.01	78.74
Malad	Oneida	1	46,171.06	50,382.61	1,029	1,189	44.87	42.37	864	946	53.44	53.26
Montpelier	Bear Lake	1	54,150.60	53,311.14	945	913	57.30	58.39	601	768	90.10	69.60
Moscow	Latah	5	56,738.91	58,394.54	1,229	1,102	46.17	52.99	1,013	983	58.01	59.40
Mountain Home	Elmore	6	42,275.97	39,142.01	527	536	80.22	73.03	449	443	94.16	88.36
Mullan	Shoshone	12	44,740.03	43,496.55	436	455	102.58	95.60	294	327	152.25	118.52
Nampa	Canyon	37	151,240.03	145,181.23	1,803	2,469	83.88	58.80	1,705	1,957	88.70	74.19
Payette	Payette	32	52,758.05	58,484.97	1,056	1,043	49.96	56.04	811	851	68.01	68.72
Pocatello	Bannock	1	184,895.00	218,311.76	3,213	3,515	50.64	62.11	2,846	2,917	76.52	74.84
Freston	Franklin	1	54,072.56	45,647.79	1,021	1,005	52.96	61.68	864	903	63.32	59.56
Rexburg	Madison	1	50,000.00	55,017.99	943	1,061	57.44	65.82	770	806	64.94	66.28
Ruby	Jefferson	6	61,809.51	71,542.49	1,076	1,061	67.43	67.43	825	828	74.92	86.40
Rupert	Minidoka	1	96,994.34	84,994.70	1,304	1,227	74.38	69.27	942	1,001	102.97	84.91
Sandpoint	Bonner	1	85,077.10	82,736.54	1,285	1,311	66.21	63.11	1,063	1,104	80.08	74.94
St. Anthony	Premont	2	67,192.98	67,381.62	916	902	73.35	63.82	708	800	95.58	71.73
St. Maries	Beneviah	1	65,557.91	65,450.11	761	761	89.39	86.01	662	596	116.65	129.60
Twin Falls	Twin Falls	1	288,501.73	202,004.89	3,057	2,887	87.83	69.97	2,612	2,280	102.80	88.60
Wallace	Shoshone	8	60,905.43	54,636.04	630	546	96.68	100.07	506	454	120.37	120.34
Wardner-Kellogg	Shoshone	6	70,972.53	61,735.21	1,033	1,034	68.71	59.71	847	885	83.79	69.76
Weiser	Washington	1	47,776.71	50,794.92	999	1,083	47.82	46.90	789	859	60.55	59.13
TOTALS		\$	3,045,405.01	2,955,184.14	45,620	46,040	\$ 66.76	\$ 64.19	35,961	37,701	\$ 84.69	\$ 78.38
Average									78.8	81.9		
Pct. of Enrollment												

\* Estimated.

### FINANCIAL REPORT OF PUBLIC SCHOOLS OF THE STATE

There is set up on page 72 a financial report by counties, of the schools of the state, giving the assessed valuation for each county, the value of school property, the bonded indebtedness amount in the sinking fund, the payments on indebtedness, and the balance on hand as of June 30th, for the school years 1920-21 and 1922.

The assessed valuation used in this table and all other tables of the biennial report represents the assessed valuation of organized and operating school districts only. The assessed valuation used in previous biennial reports was taken from the state auditor's records and included all assessable property of the state.

Comparative figures of this table are encouraging. Although the bonded indebtedness increased \$981,818.14 during the second year of the biennium, the value of school property increased \$1,321,583.72, showing a net gain of \$339,765.58.

Payments on indebtedness increased \$446,758.71, and the total overdraft for the state, representing balance on hand as of July 10, 1922, decreased \$433,044.28.

### PERMANENT COMMON SCHOOL FUND

The following is a report of the amount of investments in the General School Endowment Fund as of November 27, 1922, as reported to this office by the Department of Public Investments.

Liberty Bonds .....	\$ 359,600.00
Road Bonds .....	4,000.00
Capital Building Bonds .....	2,000.00
War Savings Stamps .....	842.00
School Bonds .....	3,192,361.68
Farm Loans .....	2,060,256.46
Sale Certificates .....	3,166,921.46
Uninvested-Balance in Treasury .....	101,179.40

Total of School Endowment Fund .....\$8,887,161.00

### RECORD OF COUNTY CERTIFICATES

The plan of accounting for county teachers' certificates issued by county superintendents, as recommended by this office in July, 1920, and adopted by the Board of Education, has been successfully carried out during the past two years. For each county certificate issued there is collected by the County Superintendent issuing the same, a fee of \$1.00 for the Third Grade, \$1.00 for the Second Grade, \$3.00 for the First Grade and \$3.00 for the First Grade Permanent certificate.

These fees are remitted to this office, on prescribed forms, by the County Superintendents, and receipts issued for the same. These fees make up what is known as the "Teacher Certification Fund," and dur-

ing the biennium 1921-22 these fees were turned into the General Fund of the State, in accordance with the provisions of sections 88 and 95 of the 1921 School Laws.

Total receipts to Certification Fund during the year 1921 and 1922 equaled \$11,117.00.

It is recommended that the Seventeenth Session of the Legislature enact a law by which these fees may again be placed to the credit of the Teacher Certification Fund and used to defray the costs of the certification of teachers, and thus make it unnecessary to call upon the Legislature for an appropriation for this item.

Each certificate now issued by the county superintendent bears a serial number. A record is kept in this office, giving the serial number of each certificate in the hands of the county superintendents, and the county superintendent is held responsible for each certificate and the number of the certificates issued.

# FINANCIAL STANDING OF SCHOOLS BY COUNTIES.

Counties	Assessed Valuation		Value of All School Property		Bonded Indebtedness		Amount in Sinking Fund		Payments on Indebtedness		Balance on Hand July 10	
	1921	1922	1921	1922	1921	1922	1921	1922	1921	1922	1921	1922
Ada	\$ 38,653,228.00	\$ 38,033,702.52	\$ 1,504,604.53	\$ 1,755,705.90	\$ 821,010.00	\$ 1,164,289.86	\$ 16,024.12	\$ 10,134.44	\$ 67,921.00	\$ 113,010.61	\$ 166,583.41	\$ 95,307.79
Adams	4,774,822.00	4,824,777.00	111,980.00	109,375.00	54,480.00	48,405.00	4,227.87	2,092.65	5,285.53	9,368.77	77.00	2,946.25
Bannock	28,990,582.00	28,857,826.00	1,253,547.00	1,341,069.32	1,707,282.50	895,434.50	135,062.25	122,982.97	59,244.78	23,416.55	122,871.75	12,352.02
Beauregard	8,900,204.00	8,850,293.08	320,632.55	320,632.55	194,350.00	194,350.00	23,848.77	16,995.82	7,819.06	18,615.22	27,647.67	36,501.56
Benevolence	9,774,713.40	10,077,334.89	244,444.00	260,101.00	174,340.00	125,340.00	27,301.10	29,198.89	11,294.46	14,632.65	37,573.17	37,573.17
Bingham	17,429,554.28	17,654,997.77	765,784.50	769,004.73	538,100.00	609,950.00	12,361.65	18,317.99	51,875.85	41,830.35	96,584.21	144,277.53
Blaine	6,746,987.87	6,843,864.01	283,886.56	271,129.53	117,600.00	121,000.00	3,534.55	6,879.00	1,565.02	20,805.96	51,590.17	51,590.17
Boise	3,232,797.00	3,171,519.00	Est. 38,900.00	26,134.00	Est. 38,900.00	3,300.00	4,837.45	817.31	35,390.76	30,010.60	3,394.47	9.58
Bonner	16,897,940.00	16,462,295.00	489,901.96	496,802.09	139,103.19	299,200.00	12,930.76	10,873.40	30,737.69	30,261.49	49,278.75	183,901.18
Bonneville	6,667,069.00	6,657,412.00	790,463.97	791,948.00	446,200.00	466,000.00	11,779.16	30,943.28	30,737.69	30,261.49	77,502.90	27,532.41
Boundary	16,388,190.00	16,451,484.00	128,196.40	132,456.46	83,825.00	137,950.00	4,607.54	7,201.40	3,892.91	8,454.52	2,595.22	69,577.33
Butte	2,982,760.00	2,904,609.00	141,156.00	141,516.25	38,709.00	66,310.00	2,296.32	2,091.92	7,369.57	6,511.01	19,825.22	19,111.25
Camas	3,149,748.00	3,149,748.00	58,436.00	58,436.00	30,700.00	30,700.00	5,159.94	7,330.30	No data	6,511.01	3,585.96	11,130.51
Canyon	25,154,212.00	25,498,913.00	1,025,860.38	1,112,762.10	739,641.14	816,591.30	81,659.13	16,709.68	40,276.94	63,131.42	32,197.48	31,780.54
Caribou	3,297,847.17	3,404,425.00	166,739.25	150,314.50	92,200.00	81,500.00	2,070.59	10,738.11	10,618.84	12.50	12,016.07	19,434.38
Cassia	13,075,986.00	12,290,952.00	636,369.43	724,613.50	542,875.00	602,125.00	6,230.59	4,187.67	33,389.58	39,068.34	53,233.45	53,233.45
Clark	3,602,939.57	4,123,286.54	103,326.60	121,721.60	92,802.00	100,802.00	4,187.67	42,923.81	4,054.18	9,968.07	4,319.34	2,272.02
Clearwater	9,505,533.00	8,869,849.00	162,226.67	162,895.28	48,000.00	50,550.00	12,509.26	9,460.72	5,113.39	9,441.13	6,880.42	12,503.49
Custer	4,007,061.00	3,846,483.00	68,219.75	99,321.00	15,150.00	142,555.00	820.94	2,038.71	2,038.71	4,787.76	19,981.02	12,503.49
Elmore	9,956,614.53	9,626,051.50	186,579.00	180,455.00	39,200.00	37,000.00	2,932.53	3,289.74	4,314.94	6,142.25	12,294.49	976.30
Franklin	8,287,072.00	8,791,157.00	332,030.00	332,455.00	172,410.64	154,309.52	22,200.30	21,146.50	20,606.57	17,499.27	49,407.39	46,679.90
Fremont	10,608,104.32	10,016,388.86	386,147.00	419,342.00	257,938.00	247,438.00	19,803.46	38,876.57	15,088.88	22,011.99	33,762.14	19,795.15
Gem	5,953,520.00	4,914,014.00	337,690.00	340,329.00	157,864.80	157,666.70	4,674.67	5,050.22	12,390.94	5,688.42	22,947.34	5,694.58
Gooding	8,333,395.00	9,145,195.00	367,510.00	357,900.00	276,515.70	351,550.00	9,795.57	8,705.43	14,005.39	87,269.27	43,578.80	31,039.87
Idaho	14,625,293.88	14,601,236.11	273,388.00	294,027.84	126,500.00	134,127.98	10,278.49	12,387.76	14,005.39	14,131.17	22,689.13	27,686.74
Jefferson	9,606,212.13	9,404,813.52	551,175.00	518,257.08	324,715.00	376,640.00	17,092.43	16,646.26	10,819.69	27,915.30	59,903.14	81,498.55
Jerome	7,237,487.00	7,662,531.00	400,166.00	454,543.43	290,075.00	319,560.00	17,092.43	16,646.26	10,819.69	27,915.30	59,903.14	81,498.55
Kootenai	17,865,493.00	17,644,401.00	678,673.45	712,495.00	598,075.00	622,744.25	24,819.02	4,924.90	10,477.35	17,862.44	23,816.67	13,083.80
Latah	20,213,261.00	20,783,803.00	539,409.52	534,383.02	159,050.00	159,050.00	No data	11,866.33	10,321.63	11,824.94	23,816.67	13,083.80
Lemhi	5,289,677.00	5,188,747.00	129,865.00	129,845.00	62,187.50	62,187.50	13,151.50	16,171.98	4,692.76	12,482.00	3,899.78	7,637.11
Lewis	3,722,526.00	3,643,188.00	217,505.00	220,397.72	126,300.00	124,370.00	12,811.08	16,171.98	4,692.76	12,482.00	3,899.78	7,637.11
Lincoln	6,130,425.00	6,268,796.00	249,208.72	242,298.72	148,245.00	122,300.00	2,514.59	4,104.42	7,530.26	28,127.93	80,434.22	12,384.05
Madison	7,977,963.00	7,890,634.00	497,012.00	482,609.96	313,850.00	363,250.00	8,139.61	8,355.10	5,039.65	20,577.94	24,713.62	11,657.02
Minidoka	8,650,841.00	9,211,793.00	298,755.00	349,093.85	238,400.00	258,039.56	1,500.00	924.90	20,577.94	24,713.62	24,713.62	11,657.02
Moscow	18,125,896.00	17,032,451.00	572,122.00	623,340.00	323,400.00	399,160.00	13,150.48	6,111.53	19,358.54	22,218.58	4,566.54	2,672.29
Oneida	6,501,093.00	6,605,469.00	131,054.00	161,034.00	100,665.00	208,530.00	No data	7,824.78	15,940.67	7,287.11	17,890.96	7,904.23
Owyhee	7,824,129.00	6,677,972.00	208,216.00	209,896.58	96,596.00	96,596.00	10,179.07	10,220.96	7,469.28	8,341.16	17,890.96	7,904.23
Payette	6,006,247.00	6,064,344.00	279,758.00	290,858.47	184,200.00	217,600.00	3,210.68	17,270.66	7,469.28	8,341.16	17,890.96	7,904.23
Powell	9,841,768.86	9,437,587.00	168,590.00	159,196.00	87,881.17	87,416.25	6,711.17	30,643.88	8,243.99	6,221.69	6,651.52	4,434.09
Shoshone	19,827,637.35	21,844,700.00	544,916.06	551,561.79	68,866.67	71,000.00	42,570.25	11,099.90	19,553.57	38,496.34	50,573.23	42,565.50
Teton	3,265,660.06	3,066,715.63	134,180.00	134,180.00	86,600.00	86,600.00	11,280.96	11,099.90	4,484.10	3,893.78	3,361.41	18,490.24
Twin Falls	29,836,684.94	32,701,506.21	1,547,135.23	1,671,479.86	1,299,970.00	1,299,970.00	69,479.79	65,508.92	65,995.04	125,486.01	251,646.59	68,448.52
Valley	5,821,025.00	4,975,051.00	90,008.95	81,198.64	27,186.47	26,762.00	299.51	1,565.43	8,366.91	12,486.01	12,486.01	23,710.23
Washington	10,090,387.00	10,093,468.00	285,767.67	328,427.00	196,892.00	214,870.00	11,619.95	15,575.26	12,871.13	15,577.77	32,060.19	29,104.75
TOTALS	\$486,861,647.21	\$489,728,559.35	\$17,430,670.15	\$18,752,253.87	\$10,465,177.28	\$11,446,896.42	\$622,456.31	\$663,857.59	\$709,393.15	\$1,156,151.86	\$759,387.69	\$826,343.41

• Overdraft.

**REPORT OF  
STATE SUPERINTENDENT OF PUBLIC  
INSTRUCTION**

**STATE OF IDAHO**  
**DEPARTMENT OF EDUCATION**  
**BOISE**

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To His Excellency,  
Hon. D. W. Davis,  
Governor of Idaho.  
SIR:

Acting under the provisions of law as set forth in Section 185, Idaho Compiled Statutes, I have the honor to submit herewith the Sixteenth Report of the State Superintendent of Public Instruction, for the biennium ending December 1, 1922.

**ETHEL E. REDFIELD,**  
*State Superintendent of Public  
Instruction.*

REPORT  
AND RECOMMENDATIONS  
OF THE  
STATE SUPERINTENDENT OF PUBLIC  
INSTRUCTION

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The adverse economic condition prevailing throughout the State during the past biennium which was experienced in an extreme way in several lines of the State's most important industries had a very marked effect on the finances of many school districts. Expenditures were necessarily curtailed and in some places vocational departments were abolished, unfortunately, but it is gratifying to report that for the most part all schools completed full terms and no school was closed for a year or for any great length of time on account of the lack of funds. Educational data and statistics indicate that gratifying progress in accomplishment has been made. The average length of school term for all types of districts is more than 8½ months and those in charge of our schools comprise a greater number of trained teachers or those who have had some professional training than in former years.

During the Sixteenth Session of the Legislature, at the beginning of the present biennium, a number of bills affecting public education were passed, the most important and comprehensive being Senate Bill 120. A similar bill under the name of Senate Bill 131 of the Fifteenth Session was passed at that session, but because of a technical error, failed to become a law at that time. By its passage the revision, simplification and clarifying of many of the laws in the school code affecting school district organization, qualifications of voters at school elections, special district tax levies, bonds, and the certification of teachers, were accomplished. The code as revised has facilitated the work of administering and interpreting the law.

#### SPECIAL FINANCE LAWS

Two laws for relieving the financial condition of independent districts were passed. One of these, under the name of H. B. 121, offered the privilege of a special tax levy in the year 1921 only and provided that the resident free holders of the district voting at a special election held for the purpose might authorize the board of trustees of the district to levy such special taxes as would be sufficient to provide the necessary funds for the maintenance of school for nine months and to pay interest on and provide a sinking fund for the liquidation of its bonded indebtedness.



The second law, H. B. 242, extended to the board of trustees the privilege of issuing negotiable coupon bonds for the purpose of paying, redeeming, funding, refunding, purchasing and redeeming the outstanding indebtedness of the district without the district incurring any additional indebtedness or liability exceeding in any year the income or revenue provided for such year. The privilege under this law extended through the years 1921 and 1922. Several districts in the State took advantage of the privileges of one or the other of these laws.

It is my opinion that such laws which are calculated to give a temporary relief are injurious because they permit the increase of obligations without due consideration of the future needs of the district, and especially vicious was H. B. 242, which permitted the inclusion of current indebtedness in the list of items subject to bond privilege.

#### **VOCATIONAL REHABILITATION**

The Vocational Rehabilitation Law of the last session of the Legislature provides for the acceptance by the State of the provisions and benefits of an Act of Congress with respect to the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment. Under its provisions the State Board of Vocational Education is designated to cooperate with the Federal Board for Vocational Education in the administration of the provisions of the Federal Act. Much has been done under this law in the State under the direction of the State Board for Vocational Education and the State Director of that work.

#### **TEACHERS' RETIREMENT FUND**

A law was passed for the establishment of a teachers' retirement fund and its administration by a retirement fund commission. This law aroused much criticism among many of the teachers of the State because all the funds for the administration of the law are secured through the assessment of teachers' salaries with no contribution from the State. Because some protested the payment of the assessment, the Board of the Teachers' Retirement Fund instituted suit in the Supreme Court against Independent District No. 1 of Boise, Ada County, to determine if the statutes create a binding obligation upon the part of the teachers to pay the assessment or upon the clerk of the school board to enforce collection. The Court in an opinion rendered expressed the view that the law was constitutional, but was practically inoperative because of its failure to require the teacher to pay the assessment and the clerk of the school district board to collect such assessment. The Legislature should improve and amend this law so that the defects above referred to may be eliminated.

**CERTIFICATION OF TEACHERS**

A most gratifying and progressive revision of the certification laws was made which substantially carried out the recommendations of the State Superintendent as proposed in the last biennial report. This places Idaho in the group of states leading in professional requirements for teachers. Certain established professional standards which will be fully consummated in 1924 will assist in eliminating one conspicuous cause of economic and human waste in our schools, which now exists in many places—the inadequately and poorly prepared teacher. After September, 1924, no inexperienced person may enter Idaho schools as a teacher without two years of normal school training. The law also makes the very important distinction in requirements for the elementary certificate and the high school certificate.

**STATE CERTIFICATES ISSUED**

The following are the State certificates issued by the State Department during the last biennium:

**Under Old Laws.**

	1921	1922
State Life by examination.....	75	.....
State Life by indorsement.....	28	.....
State eight-year by examination.....	46	.....
State eight-year by indorsement.....	242	.....
State specialist's certificate.....	60	.....
State high school five-year)		
State high school one-year).....	151	.....
Three-year provisional.....	150	.....
University provisional certificate.....	3	.....
Specialist's certificate for private music teachers.....	10	57
Specialist's certificate in trades and industries.....	3	2

**Under New Laws.**

State high school life.....	14	16
State elementary life.....	8	29
State high school.....	192	295
State elementary.....	175	275
State specialist's.....	40	66

**CERTIFICATES ISSUED BY COUNTY SUPERINTENDENTS**

Certificates issued by county superintendents are countersigned by the State Superintendent of Public Instruction. They are granted upon examinations prepared and graded by the State Department. Those issued in the respective counties during the last biennium follow:

COUNTY	1919-1920			Permanent First	1921-1922		
	First	Second	Third		First	Second	Third
Ada.....	15	32	64	0	14	16	12
Adams.....	1	3	6	.....	3	1	7

Bannock.....	10	12	18	7	8	17	19
Bear Lake.....	2	11	31	1	6	14	17
Benewah.....	3	6	3	.....	.....	1	10
Bingham.....	12	7	11	3	4	3	3
Blaine.....	2	1	8	.....	.....	3	8
Boise.....	1	0	1	.....	.....	.....	.....
Bonner.....	2	5	12	2	5	5	13
Bonneville.....	5	8	22	.....	6	15	16
Boundary.....	0	3	2	.....	.....	3	3
Butte.....	2	4	10	0	0	1	5
Camas.....	0	2	2	.....	.....	.....	1
Canyon.....	3	5	17	.....	11	5	2
Caribou.....	1	2	4	.....	1	2	4
Cassia.....	6	3	6	.....	4	2	2
Clark.....	1	9	3	.....	1	6	3
Clearwater.....	0	1	3	.....	1	1	5
Custer.....	4	3	4	.....	.....	3	5
Elmore.....	1	3	8	2	1	3	4
Franklin.....	4	8	24	0	5	14	20
Fremont.....	6	7	14	.....	6	7	14
Gem.....	5	5	10	.....	3	6	2
Gooding.....	0	9	11	.....	3	3	4
Idaho.....	1	2	5	.....	.....	1	6
Jefferson.....	3	7	8	.....	2	4	10
Jerome.....	1	2	7	2	7	2	6
Kootenai.....	3	10	23	0	10	9	12
Latah.....	5	5	14	0	9	5	17
Lemhi.....	1	5	10	0	1	7	6
Lewis.....	1	3	3	0	3	1	4
Lincoln.....	1	4	7	0	0	2	2
Madison.....	11	4	12	3	2	8	16
Minidoka.....	0	2	4	0	4	4	2
Nez Perce.....	0	0	0	0	1	0	2
Oneida.....	0	7	35	0	0	25	14
Owyhee.....	0	0	4	0	3	4	0
Payette.....	1	1	4	0	2	1	5
Power.....	0	5	11	1	0	5	4
Shoshone.....	1	1	10	0	0	4	6
Teton.....	1	6	14	0	1	7	6
Twin Falls.....	6	10	31	1	6	6	20
Valley.....	1	3	1	1	1	1	1
Washington.....	7	6	4	0	5	1	2
Total.....	130	232	510	23	138	228	321

### **STATE CERTIFICATES REVOKED**

One State certificate was revoked in the past biennium by the State Board following an investigation of charges preferred and the prescribed hearing. Cause of revocation was immorality.

### **AMERICANIZATION**

The Americanization Law of 1921 provides that independent districts may furnish the instruction and facilities for the Americanization education of adult residents in the State who are unable to speak or write the American language to a degree required for a completion of the fifth grade of the public schools. This law should be made compulsory in its requirements upon independent districts and its provision should be made to extend to all districts in the State where there are illiterates.

### **ILLITERACY IN IDAHO**

Idaho's per cent of illiteracy is one of the lowest in the United States, being 1.5% of the population. This percentage represents 4,924 persons of ten years old and over. While Idaho has no law pertaining specifically to illiteracy, the opportunities for eradicating and preventing illiteracy in the State are provided in the excellent compulsory school attendance law and in the Americanization law before discussed, if the former is rigorously enforced as it should be and the latter is put into operation as suggested above. The responsibility of the State in regard to the stringent enforcement of the compulsory attendance law amounts to a patriotic duty which, if ignored, is nothing short of criminal.

### **DEPARTMENT SUPERVISORS**

A State Department of Education can best function when it is possible for it to extend its service in the work of co-ordinating the work of schools so as to render such advice in regard to financial concerns of districts as will safe-guard public expenditures as well as to see to it that as far as possible all children receive such advantages of instruction and health supervision as are justified by the amount expended.

The administrative staff of the State Board of Education should include such supervisors as will enable the Board to perform these functions with some degree of efficiency.

In June, 1921, a cooperative arrangement was entered into in which the State Superintendent of Public Instruction, the two State Normal Schools and the County Superintendents unite for the purpose of providing for a system of rural supervision. Two rural supervisors were placed in the field, and the work of rural supervision, as it was carried on in Idaho during the school year of 1921-22, was productive of greater and more beneficial results than it was dared to anticipate in view of the great territory covered. Teachers for

the most part were very appreciative of the assistance given them. The plan for the second year was changed and enlarged upon somewhat so that more teachers will receive the benefit of assistance from the supervisors.

Since the conditions in Idaho are largely rural it has for long been generally conceded that the rural school is the problem of the administrators of education in the State and County because in the rural school has been found very often the inexperienced teacher; because many rural schools have been inadequately supported; because people of many rural districts are content with a poor physical plant and meager equipment; because some rural trustees have been inconsiderate as to school-house conditions and have not demanded that school-houses be kept in a neat and cleanly condition.

It has been particularly difficult for the county superintendents to supervise rural schools—in fact, the visit of the majority of county superintendents to schools is in the nature of an inspection only—therefore, it is a matter of gratification that a plan of rural supervision has been provided for the State.

For several years the State Board of Education has endeavored to conduct some inspection of high schools through the assistance of members of faculties of State institutions. Although the work has been well done it has been impossible to perform the very necessary follow-up work which is concerned with the professional and administrative work of the school. The addition of a high school inspector to the Department of Education would make it possible for the Board to more efficiently perform its function of co-ordinating and standardizing high school work, and to advise in manners of organization and administration. Economies could thus be effected and greater efficiency be secured.

### TEACHERS' INSTITUTES

Annual teachers' institutes were held in each of the six institute districts in 1921 and 1922. Successful and helpful programs were presented. The scheme of Idaho's institute plan (that of several county groups forming an institute section) promotes professionalism in a degree which cannot be secured in smaller units because it makes possible conferences and the organization of departments for those who are particularly interested in the teaching of certain subjects, and, because of the greater financial resources, it is possible to secure speakers of prominence in the profession for inspiring and uplifting addresses and instruction.

The teachers' institute is of value for several reasons:

- (1) It brings each teacher in the State into a professional meeting. Many teachers would not have the advantage of professional contacts if they were deprived of institute attendance.

- (2) Each year there are many teachers new to the State who need even this short period of association with others of the profession in the State, and who should have this opportunity to become familiar with the program of education and State conditions.
- (3) There are those who are new in the profession, who need the contacts of experienced professional associates from whom assistance and inspiration may be derived.
- (4) All teachers need the benefits and refreshment that the institute offers. The investment of one week's salary to the teacher and of one week's cessation of school by the district brings in an interest return of many times the investment in the resultant benefit to the school.

The teachers' institutes should be continued and any effort to abolish them should meet with the strenuous opposition of those who would have the best service possible from our teachers.

#### **CONFERENCE OF COUNTY SUPERINTENDENTS**

The County Superintendents were called into annual conference at Moscow May 2-5, 1921, and at Boise May 1-5, 1922. The sessions at Moscow were held at the University. Members of the Faculty and the people of Moscow were most generous in their hospitality and in lending assistance toward the success of the conference. Though the courtesy of the Chambers of Commerce of Moscow and Lewiston the superintendents were given the beautiful ride from Moscow to Lewiston over the scenic Lewiston Highway. A day was delightfully spent at the Lewiston State Normal School and in visiting the several rural training centers of that institution.

The lounge room of the House of Representatives afforded a comfortable meeting place for the conference held at Boise. During the week the superintendents were guests of the Caxton Printers of Caldwell on a trolley excursion to Caldwell and return and at the weekly luncheon of the Caldwell Kiwanis Club. On the last day of the Conference the Boise Chamber of Commerce furnished cars for a trip to the famous Arrow Rock Dam. Following the conference a number of the superintendents visited the State Deaf and Blind School at Gooding.

The annual conference of county superintendents has been of mutual benefit to county superintendents and members of the State Department. It has been characterized by discussions covering the widely diversified duties that must be performed by a county superintendent.

It is safe to say that there is no educational meeting of the year which is so generally beneficial to the schools of the county as the annual conference of county superintendents and I would recommend the continuance of these conferences.

#### **THE TRAVELING LIBRARY**

Concerning the Traveling Library, I repeat what I said two years ago, viz., if its work is of sufficient importance and service to

the people of the State to justify its existence, it merits a proper substantial financial support; otherwise it should be abolished. There is no doubt but that the Traveling Library has a mission and performs a function of service in this State that is desirable and demanded. It is a poor policy for a State to establish departments without consideration of its responsibility in respect to their future support. The work of this department should be thoroughly understood by our law-makers.

#### **QUARTERS OF THE STATE BOARD OF EDUCATION**

In the last biennial report I called attention to the fact that the quarters assigned to the State Board of Education were committee rooms for the House of the Legislature and that they were ill-suited to the work of the Board and inadequate as well. At this time the Board is under orders to vacate these quarters in view of the needs of the Legislature which will soon convene. The statutes require that the Board shall have and maintain its office in the State Capitol. Certainly the recognized importance of the work of the State Board of Education in the State justifies the establishment of its office in permanent and suitable quarters. I respectfully urge that this matter claim the attention of the proper state officials to the extent that the assignment of permanent and suitable offices may be made very soon.

#### **PER CAPITA COST OF EDUCATION**

Certain items constitute the annual cost of public schools. These items are instruction, which includes teachers' salaries and supplies; operation, which includes fuel, repairs, school wagons, etc.; equipment of school buildings, which covers such items as library, departmental equipment and furniture. Such items as building construction, bond interest and redemption should not be included in the annual cost of public schools since the benefits accruing from such construction or the payments of indebtedness are distributed over a wide area of years and can not be properly charged to one year's expense. In accordance with the statement made above, the cost of public schools in the State of Idaho for the school year 1920-21 was \$8,122,529.33 of which amount \$627,558.26 was met by the interest on the Federal Endowment Fund leaving \$7,494,971.07 to be met by taxation. The enrollment for that year in public schools was 116,408. The average per capita cost of public school instruction in the State, then, was \$69.78. Capital additions and debt service for the same period of time were \$2,111,346.53 and \$709,393.15, respectively.

For the school year 1921-22 the total cost of public schools was \$7,804,401.17, the interest on the Federal Endowment Fund for this period amounting to \$567,798.35. The enrollment for this last year was 118,628 and the average per capita cost of public instruction was

\$65.79, or \$3.99 less than the preceding year. Capital additions and debt service for 1921-22 were \$1,054,853.72 and \$1,156,151.86, respectively.

### STATE-WIDE TAX

Tradition and law have established as the chief function of every American state and community the education of all the children of all the people for citizenship, efficiency, and service. The State Constitution of Idaho states: "The stability of a republican form of government depending mainly upon the intelligence of the people, it shall be the duty of the Legislature of Idaho to establish and maintain a general, uniform, thorough system of public, free, common schools."

It has long since been decided by every Court in the land where the matter has been tested that the schools come under the control of the State. The Constitution of Idaho, as quoted above, acknowledges State responsibility in the matter of the education of its youth at public expense, but up to this time, the State has never made any provision for meeting any part of the financial requirement entailed in the conduct of public schools.

At the present time there are three contributory sources of revenue to public education in the State: (1) The county, by the imposition of a levy which shall produce a minimum sum equal to \$15.00 per census child; (2) The Federal Government, with the interest of the school endowment fund; (3) The local district, by its special tax. This system of taxation for public schools, limited to these three sources, is antiquated, unfair and undemocratic. Unorganized territory (i. e. territory which is not organized into school districts) escapes its proper obligation to public education. The last reported assessed valuation of school districts is \$485,899,111.21 and the assessed valuation of the State, as found in the State Auditor's office, is \$495,630,989.51, which means \$10,000,000.00 of valuation which is not responsible for any school tax. Contrasted with these valuations we find that the 1920 census report places the values of Idaho farm property alone at \$716,137,910.00, with live stock values quoted at \$96,208,639.00, and farm products for the same year at \$126,492,411.00. The metal output for 1920 was \$31,170,176.00, while the wealth represented by the timber of the State in 1919 was \$30,088,000.00 and manufacturing was \$50,522,000.00, a grand total of more than one billion dollars.

The establishment of a state tax may not mean raising more revenue upon a valuation that now is taxed for public education, but it means that the State shall be one of the contributing factors in the cost of public education. It means that unorganized territory shall not be exempt from a responsibility for school support; it means that money shall be raised where wealth is and distributed where chil-



dren are; it means that all of the resources and public utilities of the State shall have their proportionate liability for the education of every last child in the State. A law for a state tax must provide for a proper and equitable apportionment. A recent study of school finance in Idaho disclosed the fact that last year 152 school districts had no local district tax at all. It would be manifestly unfair for such districts to receive an income greater than that which they at present are receiving. A consideration of a state-wide tax must also be concerned with a uniform method of assessing property values in all the counties of the State. I should say then that the State should assume its proper responsibility in regard to public education by placing upon the statute books a law authorizing a state tax levy toward the support of public schools.

#### APPORTIONMENT OF PUBLIC SCHOOL INTEREST FUND

Section 907 of the Idaho Compiled Statutes places the duty of the semi-annual apportionment of the Federal School Endowment Fund upon the State Superintendent of Public Instruction. The amount apportioned per capita of the school census enumeration in the first year of the past biennium was \$4.14; in the second year it amounted to \$4.26 per capita. The report of this apportionment is as follows:

COUNTY.	January 1921	July 1921	January 1922	July 1922
Ada.....	\$ 20,559.33	\$ 19,957.28	\$ 19,887.63	\$ 23,121.92
Adams.....	2,131.18	2,068.77	1,995.08	2,319.53
Bannock.....	17,162.90	16,660.31	17,322.25	20,139.34
Bear Lake.....	6,479.70	6,289.95	6,174.68	7,178.85
Benewah.....	3,810.48	3,698.89	3,830.31	4,453.23
Bingham.....	14,405.40	13,983.56	13,813.60	16,060.08
Blaine.....	3,314.46	3,217.42	3,232.38	3,758.06
Boise.....	1,761.27	1,709.67	1,018.27	1,183.86
Bonner.....	7,475.93	7,257.01	7,218.59	8,392.54
Bonneville.....	13,121.23	12,737.00	12,463.81	14,490.78
Boundary.....	2,559.93	2,484.97	2,553.54	2,968.82
Butte.....	2,122.77	2,060.61	1,991.14	2,314.95
Camas.....	1,208.51	1,173.12	1,126.80	1,310.04
Canyon.....	19,832.12	19,251.37	18,983.83	22,071.13
Caribou.....	1,361.93	1,322.05	1,221.52	1,420.17
Cassia.....	10,403.67	10,099.01	10,164.83	11,817.92
Clark.....	1,351.43	1,311.85	1,146.53	1,332.99
Clearwater.....	2,583.05	2,507.41	2,594.98	3,017.00
Custer.....	2,293.02	2,225.87	1,898.38	2,207.11
Elmore.....	2,828.96	2,746.12	2,837.71	3,299.20
Franklin.....	8,304.02	8,060.85	7,619.18	8,858.28
Fremont.....	8,417.51	8,171.02	7,198.86	8,369.60
Gem.....	4,609.14	4,474.17	4,274.32	4,969.45

Gooding.....	4,875.96	4,731.23	4,603.87	5,352.53
Idaho.....	7,791.19	7,563.04	7,119.92	8,277.82
Jefferson.....	7,494.85	7,275.37	7,250.16	8,429.25
Jerome.....	4,457.81	4,327.27	4,384.83	5,097.93
Kootenai.....	12,763.94	12,390.16	12,096.76	14,064.04
Latah.....	10,987.96	10,666.19	11,465.28	13,329.86
Lemhi.....	2,713.36	2,633.90	2,713.38	3,154.66
Lewis.....	3,642.33	3,535.67	3,453.40	4,015.02
Lincoln.....	1,904.19	1,848.43	1,856.94	2,158.93
Madison.....	8,100.15	7,862.95	6,664.07	7,747.84
Minidoka.....	7,513.76	7,293.73	6,143.10	7,142.15
Nez Perce.....	9,907.66	9,617.52	9,705.04	11,283.35
Oneida.....	5,868.09	5,696.25	5,714.88	6,644.28
Owyhee.....	2,658.72	2,580.86	2,598.94	3,021.59
Payette.....	5,718.86	5,551.40	5,630.03	6,545.63
Power.....	3,675.96	3,568.32	3,542.20	4,118.26
Shoshone.....	6,828.59	6,628.63	6,553.56	7,619.36
Teton.....	2,994.99	2,907.29	2,689.71	3,127.13
Twin Falls.....	19,661.88	19,086.11	17,268.97	20,077.39
Valley.....	1,992.46	1,934.11	1,939.83	2,255.29
Washington.....	6,624.72	6,430.72	6,237.83	7,252.27
Total.....	\$296,273.37	\$287,597.43	\$280,200.92	\$325,769.49

## FOREST RESERVE SCHOOL FUND

The forest reserve fund is annually apportioned by the Federal Government through the office of the State Treasurer to those counties of the State having forest reserves within their boundaries. Of the county allotment 75% is applied to road construction and 25% is apportioned to school districts in accordance with certain law requirements. The apportionments of the forest reserve fund for the two years of the last biennium are as follows:

COUNTY.	1921	1922
Adams.....	\$ 3,888.18	\$ 2,267.88
Bannock.....	2,137.03	1,188.02
Bear Lake.....	2,372.93	1,367.52
Benewah.....	49.47	12.90
Blaine.....	3,168.24	2,199.94
Boise.....	3,248.97	6,973.16
Bonner.....	6,717.35	6,973.16
Bonneville.....	4,822.25	3,066.13
Boundary.....	7,172.16	8,121.84
Butte.....	619.61	591.28
Camas.....	2,026.36	1,409.99
Caribou.....	3,441.65	2,142.35
Cassia.....	4,371.83	2,839.29

Clark.....	1,995.85	1,617.63
Clearwater.....	392.84	131.47
Custer.....	5,887.35	4,147.63
Elmore.....	3,518.11	1,848.94
Franklin.....	1,195.53	664.63
Fremont.....	4,093.67	3,174.99
Gem.....	224.02	121.05
Idaho.....	4,210.34	3,358.44
Kootenai.....	10,785.93	11,348.70
Latah.....	93.99	24.51
Lemhi.....	5,854.13	3,873.22
Madison.....	293.14	244.79
Oneida.....	1,025.44	584.44
Power.....	465.71	284.87
Shoshone.....	27,807.48	27,862.92
Teton.....	676.12	552.52
Twin Falls.....	1,089.46	683.46
Valley.....	5,862.06	2,577.95
Washington.....	1,061.68	647.98
Total.....	\$120,588.88	\$ 97,741.18

#### A CLOSING WORD

At this time as I am about to lay aside the duties and responsibilities of the office of State Superintendent of Public Instruction after an incumbency of six years, I wish to say it has been a privilege to serve with one of the widely recognized ability and scholastic attainments of Dr. E. A. Bryan, the Commissioner of Education, and the harmonious and pleasant relations that have at all times existed between the Commissioner and the Superintendent have been the cause of great satisfaction.

To all other associates in the Department of Education I wish to express sincere appreciation of courtesies extended to me. I would especially name Miss Carrie Plummer, Certification Clerk, who has been in the Department for the entire period of six years, and to whom I am particularly indebted for valuable suggestion and assistance in the preparation of certification laws, and Miss Retta F. Martin, who has rendered most helpful service as Assistant Superintendent since April, 1919.

#### STATISTICS

Attention is directed to the tables of statistics of this report. These tables carry the same type of items which were presented in the biennial report of 1920, so that comparisons can be readily made.

It is interesting to notice the increase in the amount of interest apportionment in the past twenty years, as well as the growth in school population, as shown by the following:

Year	Census Enrollment	Semi Annual Apportionment	Total Amount Apportioned for the year	Number of Teachers
July 1891	Not given	\$ 1,942.28	\$-----	-----
Jan. 1892	27,311	1,324.65	-----	-----
July 1892	"	13,674.67	14,999.32	-----
Jan. 1893	31,219	6,875.91	-----	-----
July 1893	"	33,110.54	39,986.45	-----
Jan. 1894	32,650	3,719.60	-----	-----
July 1894	"	10,611.40	14,331.00	-----
Jan. 1895	35,606	4,165.83	-----	-----
July 1895	"	9,664.46	13,830.29	-----
Jan. 1896	39,288	6,669.52	-----	-----
July 1896	"	7,265.03	13,934.55	-----
Jan. 1897	42,106	6,273.46	-----	-----
July 1897	"	10,877.00	17,150.46	-----
Jan. 1898	47,958	8,546.11	-----	-----
July 1898	"	25,076.63	33,622.74	848
Jan. 1899	49,864	9,008.48	-----	-----
July 1899	"	13,979.40	22,987.83	-----
Jan. 1900	54,839	11,368.39	-----	-----
July 1900	"	26,760.37	38,128.76	-----
Jan. 1901	56,512	11,257.64	-----	-----
July 1901	"	31,580.04	42,837.68	-----
Jan. 1902	59,780	14,835.50	-----	-----
July 1902	"	36,576.97	51,412.47	1218
Jan. 1903	62,812	14,986.12	-----	-----
July 1903	"	38,176.91	53,163.03	-----
Jan. 1904	68,537	20,663.78	-----	-----
July 1904	"	57,098.32	77,762.10	1431
Jan. 1905	72,025	25,437.10	-----	-----
July 1905	"	69,571.65	95,008.75	-----
Jan. 1906	77,391	41,210.09	-----	-----
July 1906	"	97,127.99	138,338.08	1753
Jan. 1907	80,987	20,227.79	-----	-----
July 1907	"	118,343.11	138,570.90	-----
Jan. 1908	85,216	31,594.66	-----	-----
July 1908	"	122,152.12	153,746.78	2052
Jan. 1909	87,833	43,618.41	-----	-----
July 1909	"	132,857.49	176,475.90	-----
Jan. 1910	94,393	63,680.48	-----	-----
July 1910	"	164,877.83	228,558.31	2238
Jan. 1911	99,947	51,665.31	-----	-----
July 1911	"	173,952.42	225,617.73	-----
Jan. 1912	104,735	63,843.23	-----	-----
July 1912	"	196,105.29	259,948.52	2710
Jan. 1913	108,915	65,679.26	-----	-----
July 1913	"	201,594.59	267,273.85	-----
Jan. 1914	114,367	91,356.46	-----	-----

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July	1914	"	230,714.33	322,070.79	3144
Jan.	1915	119,898	90,676.65	-----	-----
July	1915	"	250,161.43	340,838.08	-----
Jan.	1916	123,484	106,088.62	-----	-----
July	1916	"	258,258.35	364,346.97	3569
Jan.	1917	128,066	134,163.69	-----	-----
July	1917	"	362,192.11	496,355.80	-----
Jan.	1918	131,845	204,876.61	-----	-----
July	1918	"	315,982.78	520,859.39	3862
Jan.	1919	132,025	162,845.48	-----	-----
July	1919	"	327,609.15	490,454.63	3882
Jan.	1920	137,756	206,009.22	-----	-----
July	1920	"	331,284.89	537,294.11	4109
Jan.	1921	140,965	296,273.37	-----	-----
July	1921	"	287,597.43	583,870.80	4350
Jan.	1922	141,991	280,200.92	-----	-----
July	1922	"	325,769.49	605,970.41	4428



# SCHOOL STATISTICS BY COUNTIES

Counties	Census		Enrollment 1920-1921					Enrollment 1921-1922					
			Elementary		High School		Total	Elementary		High School		Total	
	20-21	21-22	Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls		
Ada	9,954	9,970	3,663	3,363	735	892	8,653	3,717	3,427	893	1,035	9,072	
Adams	1,016	1,011	441	392	20	32	885	408	362	26	31	827	
Bannock	8,150	8,823	2,877	2,835	348	408	6,468	3,388	3,091	461	471	7,411	
Bear Lake	3,132	3,137	1,150	1,041	51	96	2,338	1,132	1,034	110	134	2,410	
Benewah	1,821	1,941	749	596	76	101	1,522	796	659	105	123	1,683	
Bingham	6,916	7,000	2,721	2,643	291	349	6,004	2,523	2,296	412	426	5,657	
Blaine	1,430	1,620	486	506	59	70	1,121	541	552	94	121	1,308	
Boise	436	511	197	175			372	207	185			392	
Bonner	3,564	3,658	1,510	1,388	145	206	3,249	1,463	1,372	165	243	3,243	
Bonneville	6,303	6,551	2,421	2,341	222	287	5,271	2,493	2,409	267	337	5,506	
Boundary	1,243	1,298	528	544	49	75	1,196	515	461	73	86	1,135	
Butte	988	992	368	352	49	41	810	315	325	46	57	743	
Camas	575	574	267	233	8	15	523	253	230	11	17	511	
Canyon	9,490	9,376	3,262	3,095	540	669	7,566	3,579	3,308	695	847	8,429	
Caribou	414	588	191	164	27	34	416	263	175	24	35	497	
Cassia	5,049	5,238	2,079	1,929	207	218	4,433	2,095	1,845	290	369	4,599	
Clark	612	633	214	209	26	16	465	228	202	29	26	485	
Clearwater	1,296	1,292	528	497	71	68	1,164	520	510	85	89	1,204	
Custer	1,094	1,081	407	371	41	56	875	364	332	48	54	793	
Elmore	1,136	1,483	533	490	81	104	1,208	553	502	70	97	1,222	
Franklin	3,950	3,959	1,270	1,249	41	53	2,613	1,262	1,206	50	57	2,575	
Fremont	3,968	3,639	1,285	1,344	154	181	2,964	1,217	1,199	161	198	2,775	
Gem	2,182	2,169	838	758	112	129	1,837	871	755	108	136	1,870	
Gooding	2,274	2,276	970	947	203	185	2,505	953	910	216	211	2,290	
Idaho	3,669	3,665	1,231	1,119	101	174	2,625	1,214	1,103	149	191	2,657	
Jefferson	3,566	3,689	1,324	1,376	178	174	3,052	1,379	1,259	217	281	3,136	
Jerome	2,122	2,222	959	907	106	134	2,106	979	913	140	152	2,184	
Kootenai	6,066	6,133	2,065	1,947	286	359	4,857	2,124	1,931	325	348	4,728	
Latah	5,934	5,431	1,979	1,844	324	403	4,550	1,866	1,714	348	407	4,335	
Lemhi	1,290	1,348	486	475	34	55	1,050	444	501	65	66	1,076	
Lewis	1,793	1,750	707	638	109	146	1,600	685	671	145	155	1,656	
Lincoln	909	915	396	347	57	63	863	356	309	103	133	901	
Madison	3,854	3,414	1,219	1,131	70	78	2,498	1,416	1,264	54	75	2,809	
Minidoka	3,575	3,113	1,329	1,198	156	194	2,877	1,164	1,058	197	226	2,645	
Nez Perce	4,718	4,197	1,675	1,672	290	357	3,994	1,496	1,390	321	357	3,564	
Oneida	2,792	2,896	921	894	88	100	2,003	983	954	136	144	2,217	
Owyhee	1,299	1,315	536	474	29	41	1,080	552	433	56	59	1,100	
Payette	2,747	2,851	906	860	169	215	2,150	931	891	208	229	2,259	
Power	1,734	1,787	650	690	58	70	1,468	706	668	71	82	1,527	
Shoshone	3,248	3,321	1,265	1,231	204	253	2,953	1,260	1,186	229	266	2,941	
Teton	1,425	1,453	524	532	56	80	1,192	552	525	101	111	1,289	
Twin Falls	9,355	8,727	3,422	3,237	576	701	7,936	3,055	2,796	914	1,100	7,865	
Valley	958	991	392	308	37	38	775	376	256	54	54	740	
Washington	3,137	3,126	1,238	1,083	184	216	2,721	1,250	1,141	232	270	2,893	
Totals or Averages	141,184	142,164	52,179	49,425	6,668	8,136	116,408	52,444	48,310	8,504	9,906	119,164	

**JULY 1, 1920-JULY 11, 1922—TABLE NO. 1.**

Ave. Daily Attendance		Ave. No. Months School		Teachers Employed						Salaries			
				1921			1922			Ave. All Teachers		Increase over preceding year	
				Men	Women	Total	Men	Women	Total				
1920-21	1921-22	1921	1922							1921	1922	1921	1922
6,587	6,932	8.58	8.47	48	257	305	58	250	308	\$ 1,483.14	\$ 1,450.32	\$ 316.43	\$ — 32.82
628	682	7.73	7.83	6	36	42	3	35	38	887.93	891.42	120.13	3.49
5,071	5,899	8.30	8.12	45	192	237	51	205	256	1,826.60	1,339.55	239.87	12.95
1,785	2,038	7.95	7.91	30	56	86	34	57	91	1,164.29	1,157.66	329.27	6.63
1,215	1,338	8.67	8.73	7	67	74	12	62	74	1,345.49	1,413.62	91.33	68.13
4,485	4,588	8.60	8.63	28	161	189	35	150	185	1,242.09	1,277.93	314.89	35.84
914	1,018	8.19	8.27	9	41	50	10	44	54	1,162.26	1,164.22	242.92	1.96
288	289	7.95	7.74	4	18	22	1	22	23	947.25	906.07	246.49	41.18
2,495	2,604	8.61	8.52	19	114	133	19	125	144	1,136.38	1,156.09	208.52	19.71
3,825	4,207	7.71	8.19	38	117	155	33	114	147	1,257.89	1,351.66	275.52	93.77
786	883	8.94	8.72	7	42	49	8	48	56	1,255.90	1,072.74	191.10	— 182.16
594	580	8.45	7.50	8	26	34	7	28	35	1,252.13	1,018.81	387.35	— 238.32
351	350	7.81	7.67	1	25	26	1	24	25	1,009.17	928.90	223.72	— 80.27
5,960	6,400	8.85	8.87	31	210	241	34	214	248	1,306.93	1,371.27	209.17	64.34
272	333	7.20	8.10	3	20	23	4	21	25	1,240.17	1,204.53	385.76	— 35.64
3,612	3,727	7.66	8.17	24	119	143	33	105	138	1,188.10	1,208.30	226.31	20.20
338	344	7.90	7.59	7	19	26	6	17	23	1,148.80	1,100.94	271.83	— 47.86
901	935	8.00	8.16	9	54	63	10	55	65	1,069.88	1,032.75	229.91	— 37.13
692	667	8.15	8.29	4	38	42	5	36	41	1,071.15	1,058.82	277.42	— 12.38
932	923	7.70	8.26	5	49	54	10	46	56	1,207.25	1,083.79	257.34	— 123.46
2,163	2,171	8.25	8.36	31	61	92	30	67	97	1,188.64	1,111.98	347.42	— 71.66
2,266	2,368	8.45	8.67	26	91	117	34	88	122	1,235.46	1,107.64	314.61	— 127.82
1,362	1,458	7.59	8.13	8	52	60	8	55	63	1,183.72	1,176.77	308.40	— 6.95
1,812	1,783	8.80	8.71	14	72	86	17	69	86	1,212.08	1,086.50	252.60	— 125.58
1,992	2,067	7.94	8.15	15	103	118	15	108	123	1,076.03	1,089.33	264.08	13.30
2,330	2,439	8.68	8.89	25	72	97	28	74	102	1,249.67	1,144.94	338.65	104.73
1,549	1,676	8.90	8.91	6	60	66	8	63	71	1,253.63	1,204.39	225.29	— 49.24
3,422	3,857	8.46	8.44	26	167	193	25	170	195	998.83	1,231.36	74.11	232.53
3,538	3,632	8.10	8.08	27	162	189	36	153	189	1,011.12	1,093.21	107.57	82.09
785	907	7.78	7.68	8	42	50	6	43	49	979.47	946.16	112.46	— 33.31
1,183	1,051	8.14	8.45	10	65	75	14	55	69	1,056.80	1,039.20	244.00	— 17.60
652	677	8.21	8.32	8	35	43	7	34	41	1,293.01	1,287.76	289.67	— 5.25
1,894	2,052	8.67	8.57	20	65	85	20	65	85	1,430.46	1,319.11	310.13	— 111.35
2,121	2,083	8.70	8.53	16	76	92	18	77	95	1,328.03	1,218.02	379.35	— 110.01
2,932	2,840	8.38	8.30	39	133	172	35	129	164	1,042.49	1,123.99	229.57	81.50
1,662	1,772	7.48	7.86	26	49	75	20	51	71	1,029.16	1,074.60	129.91	45.44
757	818	7.40	7.72	11	50	61	10	55	65	787.38	787.61	138.33	— .25
1,672	1,746	8.58	8.33	7	57	64	9	61	70	1,303.02	1,230.42	299.00	— 72.60
1,076	1,209	8.27	8.48	12	55	67	18	55	73	1,234.76	1,144.44	274.07	— 90.32
2,314	2,442	8.66	8.64	14	112	126	18	114	132	1,405.48	1,272.43	192.63	— 133.05
933	1,047	7.63	7.30	22	29	51	18	38	56	1,053.48	827.02	320.14	— 226.46
6,336	5,924	8.61	8.77	34	235	269	42	208	250	1,472.28	1,332.20	373.95	— 140.08
559	593	7.15	7.30	3	38	36	7	26	33	951.19	1,005.93	151.77	54.74
1,889	2,235	8.40	8.34	16	81	97	14	81	95	1,155.36	1,196.21	254.67	40.85
88,980	93,484	8.19	8.26	757	3,618	4,375	831	3,597	4,428	\$ 1,218.22	\$ 1,205.95	\$ 252.48	\$ — 12.27







# INCOME

County	ASSESSED VALUATION		CURRENT INCOME				
			State Apportionment		Co. Apportionment		Special
	1921	1922	1921	1922	1921	1922	1921
Ada	\$ 88,663,228.00	\$ 88,033,702.52	\$ 43,513.88	\$ 39,793.80	\$ 138,962.38	\$ 144,379.58	\$ 365,049.35
Adams	4,774,622.00	4,824,777.00	4,482.57	4,063.85	19,559.88	21,483.56	13,178.77
Bannock	28,998,582.00	28,837,826.00	85,782.96	84,029.35	128,684.86	135,139.45	301,646.89
Bear Lake	8,900,204.00	8,850,298.08	12,077.78	10,334.46	44,050.83	39,168.14	55,174.27
Benewah	9,774,713.40	10,077,334.89	8,091.40	7,529.20	43,017.92	53,100.42	108,373.39
Bingham	17,429,554.28	17,654,997.77	31,804.40	27,797.16	179,739.73	153,353.99	178,685.88
Blaine	6,746,487.67	6,463,864.01	5,029.45	5,159.81	15,916.27	18,551.32	26,578.77
Boise	3,232,797.00	3,171,519.00	1,761.27	2,727.94	12,353.62	10,247.71	4,960.67
Bonner	16,897,940.00	16,452,295.00	15,640.70	14,473.84	57,207.20	100,321.49	157,888.85
Bonneville	15,667,069.00	16,657,412.00	28,267.10	26,011.01	121,331.99	158,821.88	131,315.65
Boundary	6,388,190.00	6,451,484.00	5,287.04	7,201.85	39,117.91	22,052.79	63,961.37
Butte	2,982,760.00	2,904,609.00	4,469.53	4,052.25	16,360.79	7,598.64	26,217.90
Camas	2,874,748.00	3,149,503.71	2,473.47	2,299.92	8,631.26	11,569.75	12,143.65
Canyon	25,154,212.00	25,488,913.00	43,094.16	28,865.82	110,244.78	89,146.78	245,523.52
Caribou	3,297,347.17	3,404,425.00	2,498.97	926.05	16,455.71	26,717.87	26,705.87
Cassia	13,075,988.00	12,290,952.00	23,923.83	20,263.84	69,050.77	69,563.53	110,853.21
Clark	3,602,939.57	4,123,286.54	3,070.90	2,458.43	13,607.20	13,675.91	29,180.34
Clearwater	9,505,533.00	8,869,849.00	5,858.47	5,102.39	47,441.30	48,365.78	39,160.07
Custer	4,007,061.00	3,846,833.00	4,723.66	5,041.16	15,479.23	21,072.87	24,929.42
Elmore	9,956,614.53	9,626,061.50	4,742.92	5,578.83	21,277.18	20,468.58	83,540.22
Franklin	8,287,072.00	8,791,157.00	17,990.89	15,682.22	48,888.68	46,137.51	44,630.25
Fremont	10,608,104.32	10,016,388.86	17,369.82	15,791.26	79,873.21	89,690.06	86,107.50
Gem	5,953,520.00	4,914,014.00	9,815.70	3,756.46	28,364.85	29,680.19	53,251.11
Gooding	8,333,395.00	9,145,195.00	11,981.77	9,328.77	47,725.74	64,346.31	94,771.46
Idaho	14,625,283.93	14,601,236.11	16,562.75	14,399.53	67,246.32	86,156.60	66,248.54
Jefferson	9,696,212.13	9,404,818.52	15,719.50	14,525.53	69,598.35	77,764.69	76,260.65
Jerome	7,237,487.00	7,662,531.00	8,450.57	8,561.38	15,157.69	25,189.64	84,107.71
Kootenai	17,865,499.00	17,644,401.00	25,920.97	20,270.98	101,657.87	100,565.67	150,235.28
Latah	20,213,261.00	20,783,808.00	25,451.81	23,970.15	84,877.52	89,931.75	96,316.58
Lemhi	5,289,677.00	5,188,747.00	6,510.46	5,480.63	17,720.10	19,038.16	37,223.73
Lewia	8,722,526.00	8,643,188.00	8,259.57	6,824.85	31,150.49	36,012.02	61,320.07
Lincoln	6,130,425.00	6,268,796.00	3,628.86	4,400.24	13,802.92	12,276.00	52,308.13
Madison	7,977,963.00	7,820,634.00	17,467.14	21,911.93	64,658.39	65,151.96	71,673.79
Minidoka	8,650,641.00	9,211,793.00	14,758.67	13,436.83	58,644.42	60,744.72	115,984.36
Nez Perce	16,725,396.00	17,082,451.00	21,716.15	19,440.55	40,815.76	60,511.34	148,855.34
Oneida	6,301,093.00	6,608,489.00	12,197.91	11,972.67	58,517.35	65,323.52	38,402.51
Owyhee	7,624,129.00	6,577,972.00	5,619.11	5,179.80	18,181.00	17,062.17	28,906.12
Payette	6,006,247.00	6,064,344.00	12,149.43	11,181.43	43,614.40	49,050.85	53,987.60
Power	9,841,768.85	9,437,587.00	17,958.17	7,110.49	47,837.78	46,667.72	54,247.85
Shoshone	19,227,637.36	21,844,700.00	13,915.43	13,182.19	50,831.36	62,926.10	170,533.72
Teton	3,265,680.06	3,066,715.63	12,759.63	2,689.71	23,873.80	12,580.11	31,684.95
Twin Falls	29,936,648.94	32,701,506.21	36,206.20	34,006.82	105,342.64	114,677.71	368,989.99
Valley	5,321,025.00	4,975,051.00	4,270.79	3,878.94	15,497.62	16,228.64	38,721.81
Washington	10,090,387.00	10,093,468.00	9,536.11	12,668.55	78,893.12	75,514.07	71,894.83
TOTALS	\$ 485,861,647.21	\$ 489,728,559.35	\$632,311.87	\$558,357.92	\$ 2,325,263.19	\$ 2,491,019.48	\$ 4,101,230.94

\* Assessed Valuation here given is that of organized and operating school districts only and does not include unorganized territory.

\*\* These totals include some miscellaneous spec. income items not listed here.

\*\*\* Boise County records, 1921 incomplete, and total income estimated same as 1922.

# INCOME

		SPECIAL INCOME				TOTAL		
Tax	Miscellaneous	Sale of Bonds		Bond Tax				
1922	1921	1922	1921	1921	1922	1921	1922	
\$ 413,762.99	\$ 44,353.59	\$ 44,560.22	\$ 174,270.82	\$ 378,316.67	\$ 29,217.32	\$ 25,756.25	\$ 796,042.59	\$ 1,046,569.51
19,321.95	2,217.17	2,067.79			5,844.80	7,893.50	45,282.69	54,235.65
273,717.98	25,857.67	15,654.78	18,596.79	92,835.02	88,476.47	50,699.85	600,539.39	614,472.32
74,429.66	8,054.54	12,810.20		25,391.67	3,807.58	2,907.11	123,165.00	165,041.24
96,349.23	1,413.11	2,989.70	20,800.00		5,789.90	9,819.10	187,485.72	169,968.25
161,977.32	25,073.34	31,948.62	139,656.40	77,861.50	49,495.85	33,499.92	603,955.60	487,952.99
31,498.66	6,703.03	9,130.48	38,000.00		8,245.39	11,871.13	100,472.91	76,211.40
10,003.36		1,237.25					*** 25,328.83	25,328.83
146,573.01	8,828.96	8,402.37		158,613.33	25,998.28	18,909.35	265,563.99	450,333.46
165,435.45	15,368.40	13,844.03	14,407.50		20,898.04	25,000.79	332,639.57	399,073.59
51,668.00	3,286.04	6,424.73		85,000.00	6,802.99	5,427.12	118,895.88	178,426.99
10,394.40	7,069.72	12,237.54	4,546.00	32,797.27	8,712.84	3,791.20	67,836.77	71,043.20
20,806.38	2,884.97	9,279.83	17,000.00		2,875.58	5,311.91	45,958.98	53,345.61
247,393.57	18,120.12	46,767.97	177,959.14	65,200.00	18,410.61	92,901.90	614,121.03	574,957.26
21,291.21	1,505.15	1,180.98		10.50		2,652.61	47,166.70	55,658.22
115,477.96	21,134.93	11,796.27	171,881.94	59,100.00	81,023.52	34,425.96	427,868.20	315,057.01
13,583.88	1,466.58	484.64	8,834.83	11,608.61		1,846.85	57,169.94	64,155.83
42,612.84	10,955.35	5,136.96	3,500.00		12,570.87	13,013.81	119,541.21	115,124.64
22,513.47	4,564.74	2,206.83	12,000.00	49,500.00			61,699.05	100,334.33
59,768.02	4,570.31	794.38		1,800.00			114,201.13	88,532.26
65,735.63	8,096.30	10,727.90		19,881.40	10,611.38	12,076.91	134,910.18	171,450.29
90,880.46	8,071.12	9,776.46		12,302.73	9,779.03	3,159.00	202,388.84	230,699.43
74,655.86	3,994.48	7,653.99	61,000.00		2,013.31	10,433.94	158,609.57	131,180.44
98,264.17	8,295.87	11,753.05	21,465.70	80,955.02	12,113.63	22,051.41	191,834.83	287,669.43
82,140.41	9,062.89	10,330.14	8,500.00	5,416.09	11,490.24	13,797.61	179,443.16	212,278.65
72,240.90	8,524.19	6,146.46	94,440.00	51,328.86	4,952.96	19,813.40	269,547.15	242,322.57
115,410.02	17,634.24	5,973.04	41,000.00	66,000.00	3,696.96	4,598.55	175,270.40	227,072.29
193,150.98	9,038.52	16,399.63	11,200.00	33,975.39	11,736.84	26,523.77	309,831.78	395,633.66
129,071.06	8,058.69	25,750.49	3,000.00		10,770.28	18,651.59	228,474.88	287,556.56
41,447.43	3,697.15	4,178.30			12,676.29	11,200.73	77,827.78	81,517.78
64,783.64	8,056.72	9,897.77	127.50		4,694.38	9,849.11	113,609.23	137,017.39
65,446.77	6,359.89	5,776.31	6,000.00		6,238.65	8,120.96	88,994.44	96,166.48
60,465.81	2,702.20	14,479.69		159,303.07	2,627.77	3,080.74	159,129.29	328,308.46
107,432.30	6,720.88	24,267.37	18,065.68		14,446.79	15,318.97	228,620.80	233,300.78
172,943.95	11,494.97	7,058.82	18,326.92	10,320.00	9,325.89	9,889.90	250,735.03	280,164.56
45,959.12	5,543.52	3,569.94		80,000.00	11,602.55	9,089.37	126,268.34	215,914.52
36,284.66	872.92	452.87	19,496.00		7,164.47	8,383.03	79,739.33	67,362.70
64,144.38	4,627.95	5,205.02	14,000.00	35,817.46	8,419.44	10,880.32	136,798.82	176,277.46
56,097.32	1,415.79	3,583.06		5,500.00	6,172.38	6,333.66	127,631.97	105,292.15
194,829.01	9,819.22	14,331.40	900.00	20,000.00	15,905.39	12,609.06	261,405.12	318,837.56
38,255.83	252.93	5,737.72	9,250.00			5,898.78	77,821.31	64,579.31
372,010.73	19,287.16	211,294.69	207,413.76	14,590.49	3,729.63	48,663.05	832,103.47	804,243.54
36,198.08	4,110.07	4,794.68	34.10		6,236.63	4,718.11	68,871.02	65,929.26
74,611.93	7,550.79	16,041.15	32,000.00	13,176.20	5,842.07	17,198.32	211,671.17	209,603.47
\$ 4,351,039.89	\$ 386,106.18	\$ 674,064.02	\$ 1,367,673.08	\$ 1,646,601.28	\$ 510,417.00	\$ 657,971.55	\$ 9,446,453.49	\$ 10,476,806.33

# EXPENDITURES

Counties	INSTRUCTION					
	Teachers' Salaries		Text Books and Supplies		Wages of Janitors, Engineers, Etc.	
	1921	1922	1921	1922	1921	1922
Ada	\$ 452,357.12	\$ 446,698.49	\$ 43,740.20	\$ 24,301.22	\$ 42,010.50	\$ 29,229.70
Adams	37,292.99	33,874.00	1,189.20	3,524.98	2,860.79	1,708.15
Bannock	314,403.77	342,925.73	25,097.03	29,202.31	28,026.58	26,116.57
Bear Lake	100,128.66	105,346.87	5,754.17	5,606.35	9,100.30	8,389.13
Benewah	99,566.29	104,607.58	11,210.00	9,154.04	6,842.45	5,910.64
Bingham	234,754.74	236,416.71	15,171.22	11,834.08	19,183.49	18,331.10
Blaine	58,112.92	62,867.81	5,606.40	3,474.52	4,376.40	4,006.59
Boise	20,839.50	20,839.50	1,683.57	1,683.57	925.71	925.71
Bonner	151,137.97	166,477.08	14,587.35	10,582.24	11,265.37	13,582.72
Bonneville	194,973.39	198,693.34	16,185.80	15,305.06	19,936.16	19,647.04
Boundary	61,539.21	60,073.59	7,160.60	10,457.53	4,641.39	4,036.06
Butte	42,572.56	35,658.21	4,580.11	2,956.75	3,427.90	2,370.58
Camas	26,238.31	23,222.53	1,737.92	1,077.86	1,208.40	957.62
Canyon	314,970.31	340,075.07	39,660.80	32,945.46	27,183.02	21,980.83
Caribou	28,523.89	30,113.15	4,476.92	1,983.75	3,842.19	2,700.20
Cassia	169,897.76	166,745.86	10,827.09	15,635.86	15,070.09	11,694.60
Clark	29,868.79	25,321.69	1,602.17	1,458.39	2,713.31	2,639.85
Clearwater	67,402.17	67,128.60	4,983.54	4,302.42	6,990.42	5,925.47
Custer	44,988.24	43,411.72	2,155.30	2,366.55	2,960.63	2,620.70
Elmore	65,191.80	60,692.37	4,539.33	4,740.26	5,242.41	4,625.30
Franklin	108,894.65	107,861.65	9,832.23	5,955.28	8,420.80	7,542.88
Fremont	144,548.28	135,181.85	6,442.44	5,753.79	9,068.10	8,932.16
Gem	71,023.10	74,136.76	7,727.24	11,662.71	4,963.72	4,903.24
Gooding	104,239.14	93,439.39	14,555.23	12,792.11	9,008.05	8,078.51
Idaho	126,971.65	133,987.76	7,424.71	7,821.39	6,042.00	5,729.81
Jefferson	121,217.65	116,784.24	4,504.49	4,621.34	9,469.65	9,719.30
Jerome	82,739.44	85,511.97	6,460.84	4,956.60	5,371.70	6,599.66
Kootenai	192,774.83	240,114.80	21,866.82	11,579.70	21,032.29	19,520.58
Latah	191,102.50	206,617.02	10,319.46	7,551.45	10,820.33	9,145.00
Lemhi	48,973.33	46,261.67	3,410.76	2,599.45	4,016.53	3,794.90
Lewis	79,260.36	71,704.91	2,609.20	3,017.16	5,710.42	5,286.75
Lincoln	55,599.26	52,798.08	3,153.58	1,853.77	7,108.59	5,226.55
Madison	121,589.11	112,124.53	6,687.57	4,279.70	6,633.10	4,972.07
Minidoka	122,178.36	115,711.73	16,610.80	10,016.13	11,880.89	8,396.28
Nez Perce	179,308.02	184,334.42	8,860.79	3,914.73	10,141.44	9,703.05
Oneida	77,187.07	76,296.56	2,689.77	4,121.83	5,740.64	5,386.02
Owyhee	48,028.87	51,194.79	4,636.85	2,736.73	3,003.40	2,525.00
Payette	83,392.99	86,129.58	3,767.90	6,182.76	6,725.98	6,391.05
Power	82,728.64	83,543.83	6,288.46	6,270.46	6,278.07	5,471.00
Shoshone	177,090.59	167,961.26	15,077.02	11,335.52	24,980.44	18,079.62
Teton	53,727.64	47,189.93	3,091.29	3,579.46	3,316.12	3,301.58
Twin Falls	396,043.77	333,049.14	32,955.53	39,576.44	29,865.44	24,685.59
Valley	54,212.77	33,195.51	1,723.75	1,625.32	1,991.85	1,433.80
Washington	112,069.87	113,640.22	7,215.13	6,862.00	10,248.95	8,618.45
TOTALS	\$5,329,692.25	\$5,339,961.43	\$429,810.53	\$378,159.01	\$459,890.99	\$380,791.41

\* Records of 1921 incomplete and figures of 1922 used for 1921.

\*\* Totals include some miscellaneous items not listed in the table.

\*\*\* Total figure given for Camas County, 1921, includes \$10,755.30 lost by districts in bank failure.

**Fuel, Light, Water,  
Power, Janitorial  
Supplies**

1921	1922
29,006.86	28.51
3,408.34	2.74
24,788.82	30.72
8,783.90	8.41
7,207.07	7.44
18,572.00	22.30
6,563.97	5.50
1,450.10	1.44
10,140.92	10.12
16,161.08	17.47
4,780.61	2.91
4,112.01	4.22
1,819.74	2.31
19,880.06	29.94
3,123.80	2.94
12,352.80	14.91
3,213.72	3.52
5,428.97	4.35
2,294.97	3.17
4,399.77	4.68
6,466.39	9.02
9,212.14	11.92
4,277.57	5.19
10,770.71	11.41
7,670.71	9.37
8,480.99	10.86
6,160.45	9.74
15,651.88	12.48
14,346.81	11.28
6,135.48	1.88
7,413.20	6.43
6,781.98	5.43
7,629.63	10.20
11,324.48	11.72
14,465.67	13.97
8,193.17	7.62
3,696.46	3.25
4,899.21	7.15
4,966.66	5.80
16,634.24	18.18
4,840.24	3.90
31,440.95	29.53
2,737.92	2.20
8,811.46	10.02
<b>\$410,497.91</b>	<b>\$439.57</b>



**REPORT OF THE UNIVERSITY  
OF IDAHO**





# THE UNIVERSITY OF IDAHO

## REPORT OF THE PRESIDENT

*To the Commissioner of Education:*

I have the honor to submit through you to the State Board of Education the report of the University of Idaho for the biennium 1921-22 just closing.

The story of the growth and progress of the University during these first two years of my administration is not one of innovation or over-promotion. Upon my arrival in Idaho I found here an institution whose natural scope had been estimated carefully and whose course had been charted with great wisdom and foresight. Under the able administration of my predecessor, profiting as he did by the experience and sound judgment of yourself and the members of the Board, constant and steady progress had been made toward a realization of the larger possibilities of the University as the proud possession and faithful servant of the entire state. It remained for me, as I interpreted my task, to carry still further the lines of achievement and service already undertaken, to bring the University into still closer contact with every portion of the commonwealth, and to mould it as I might into a closer and more organic whole.

The work of the biennium has been beset with considerable difficulty. While our income from state appropriations has been the largest in our history, certain other of our budgeted resources have fallen considerably below our reasonable expectations. This is particularly true of our receipts from the sale of agricultural products and the income from the several land endowments. At the same time our attendance has continued to increase with great rapidity, entailing greatly enlarged demands for equipment and supplies, instructional force, and the necessary room for instructional and housing purposes. During the previous biennium a similar increase in enrollment and a far smaller budget to draw upon had caused a shortage of equipment and a general deterioration throughout the plant, which had to be attended to immediately upon the opening of the present biennium. Thus a larger fraction of our income than usual has gone during the two years just closing into physical betterments of a permanent character.

Throughout the two years we have kept constantly in mind the trying financial conditions throughout the state, have scrutinized every expenditure with great care, and have tried to make every dollar bring the full measure of return. As figures shown below clearly indicate, the financial depression in Idaho has not meant a falling off in our enrollment at any point and there is no indication that the

steady growth of the past few years will be checked for some time to come. The fathers and mothers of Idaho realize fully that hard times put a higher premium than ever on education, and with such hard times the demand for service such as the University can render is increased rather than diminished. This cannot be accounted for on the basis of over-exploitation of the University by those in control of it. Figures secured last year show that as many sons and daughters of Idaho were then being educated in colleges and universities of neighboring states as were in attendance at the University of Idaho. The conclusion is obvious that the graduates of our high schools will seek college and university training somewhere, whether they are received at their own state university or educated by the taxpayers of adjoining states. Recognizing this public demand for higher education, but ever mindful of the economies necessitated by present conditions, the administration of the University of Idaho has endeavored to the best of its ability to attain to its full measure of responsibility for educational leadership in the state.

## I. STUDENTS

### 1. Enrollment

The growing confidence of the public in the University of Idaho is best indicated by a compilation of figures showing the enrollment in the various divisions of the University during the past five years and until October 20 of the present academic year.

	1917-18	1918-19	1919-20	1920-21	1921-22	To Oct. 20, 1922
Letters & Science .....	297	*456	502	528	615	692
Agriculture .....	82	118	134	188	199	126
Engineering .....	52	*120	92	86	123	118
Law .....	25	19	36	48	52	64
Mines .....	14	25	27	31	44	42
Forestry .....	10	42	37	51	65	62
Education .....				23	64	117
Resident in College Courses.....	480	*780	828	955	1162	1224
Non-resident .....	34	38	32	71	71	21
Special Courses .....	78	38	65	136	94	59
Vocational S. A. T. C.....		*510				
Summer School.....			115	141	196	183
Total .....	592	*1366	1038	1348	1523	1487
Less Duplicates .....	—	39	24	56	88	83
Net Enrollment .....	592	*1327	1014	1247	1435*	1404

\*Abnormal, due to S. A. T. C.

\*\*This mark represents an increase of 201 over the corresponding date one year ago.

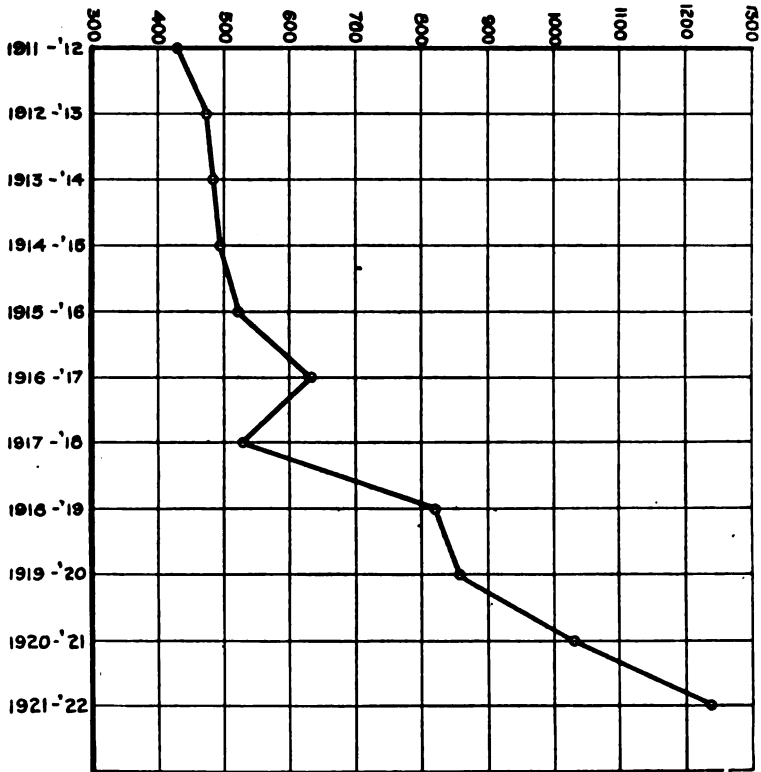
The figures in the last column, representing attendance on October 20, 1922, will, of course, be very materially increased during the remainder of the academic year. During the year 1921-22, the en-

rollment figures of the entire year were almost 20 per cent higher than the total number registered by October 20, which would indicate that our total enrollment for the present year, including the recent Summer School, will be somewhat over 1600.

This fall's enrollment would be considerably higher than it is except for the fact that the number of students registered in Agriculture and Forestry under the direction of the U. S. Veterans' Bureau has fallen off considerably since last year. Many of the students have already completed their allotted period of rehabilitation training and others will be cared for in placement training away from the University campus.

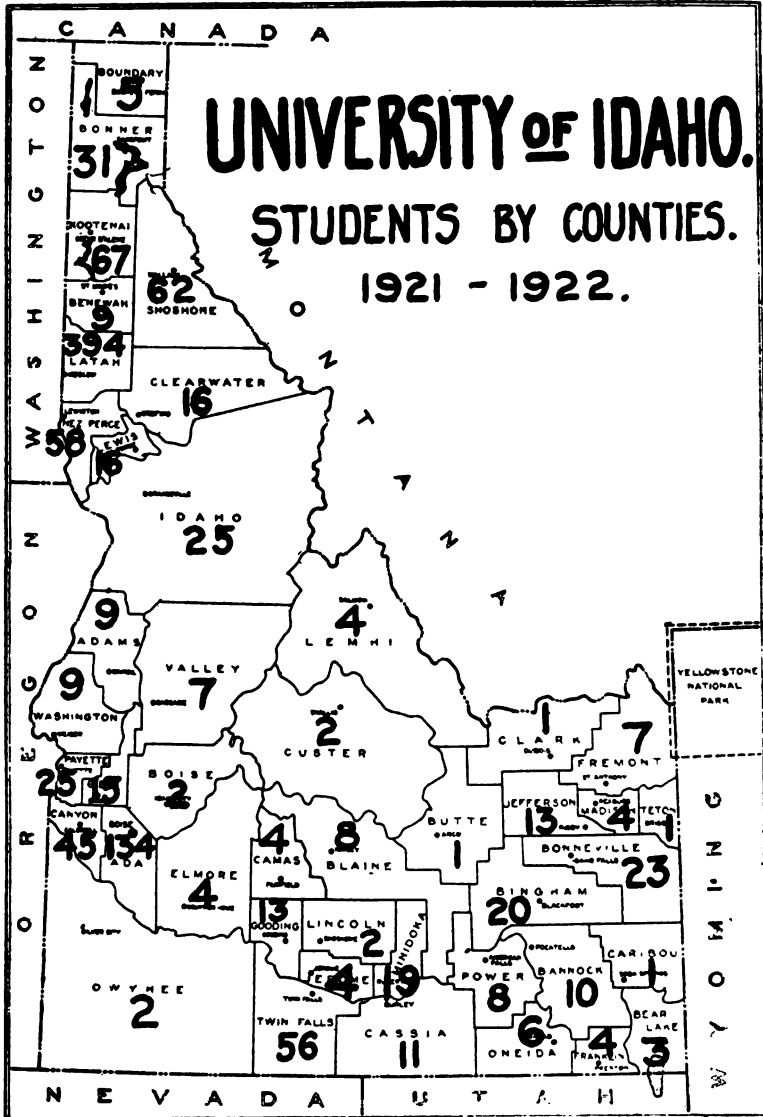
#### **Uniform Increase in Colleges**

From these figures several facts are outstanding. It is apparent that the several divisions, representing as they do the natural interests of the state, are all increasing in practically the same proportion. The basic College of Letters and Science, despite the fact that two years ago the School of Education was separated from it, has kept up its percentage of growth and continues to include almost half the students in the University. The most accurate measure of the University's expansion, as well as the safest indication of the increasing demands made upon us, is found in the total resident enrollment in college courses, where it will be seen that the University has considerably more than doubled its enrollment, having in fact added almost a thousand students to the annual total during the five year period. This rapid growth in the regular college classes is graphically represented in the following chart, prepared each spring, to include the year 1921-22.



## All Counties Represented

Equally encouraging is the analysis of this enrollment in terms of counties. As this comparison is carried through the past five years it indicates clearly that the University is becoming more and more of a state-wide institution, drawing constantly larger numbers from the counties and communities of south Idaho, even those most remote from Moscow. The accompanying chart indicates the distribution of University students by counties for the year 1921-22.



#### **Southeastern Idaho Club**

Figures already available up to October 20 of this year indicate a marked increase from the southern counties, Ada having increased from 134 to 158, Bannock from 10 to 12, Twin Falls from 56 to 61, Oneida from 6 to 10, Washington from 9 to 17, Blaine from 8 to 12. A substantial factor in the enlarged enrollment from the southeast has been the activities of the Southeastern Idaho club, which has been active on the campus for the past two or three years, and has done much to promote good will and loyalty to the University throughout the southeastern portion of the state. As an added incentive to this Club the President offered during the winter of 1921-22 a Southeastern Idaho Attendance Cup to be held during the year by the county in the southeastern division which should show the largest percentage of increase in enrollment at the University, the figures being computed on October 22 of each year. During last year this cup was held by representatives of Oneida county.

#### **An Idaho Institution**

Another significant fact in this analysis is the unusually large percentage of students who are residents of Idaho. This year, of the 1276 students registered since September 17, 1071 are residents of this state. Few state colleges and universities can show such a record as this, indicating as it does that little of our income is spent on students from outside Idaho, and that the University is in a peculiar way a state institution. Among these students from outside Idaho the University is fortunate in having a considerable number of capable young men from foreign countries, including representative of China, India, the Phillipine Islands and Russia.

#### **Transfers From Other Colleges**

Another significant feature in our enrollment of students is the constantly increasing number of students who come to us from other institutions of collegiate grade. In the entire college year 1921-22, 68 of these students were enrolled in the University, representing 35 different colleges and universities. This year to October 20 there are already 82 such students on our rolls, who have been in residence at 44 different institutions. No better evidence could be presented of the high standing which the University of Idaho now has in the minds of the public.

#### **Courses Should Be Completed**

One other item not so gratifying should be mentioned in connection with these general enrollment figures. Of the total fall enrollment of 1276 up to October 20, as many as 549 are new students, fully 43 per cent of the entire number. It is true that there is already a substantial increase running from 35 per cent to 55 per cent over last year in the three upper classes, but comparison with last year's rolls

shows that in the present senior class only 76 per cent of last year's class have returned, of the present junior class only 51 per cent and of the present sophomore class 54 per cent. This mortality is due in great part to financial conditions throughout the state and many of the students who have not returned this year will resume their studies next year or later. It is entirely too high, however, for an institution which is undertaking to turn out thoroughly trained men and women ready to do their share of service for the state. This situation is further shown by the fact that with enrollments running over a thousand each year in college courses, we have not yet had a graduating class of more than a hundred, or less than 10 per cent of the total number of college students in attendance in any one year. It is one of our serious tasks to help students realize that a college course in any department is a carefully planned organic unit, not to be sampled or touched in passing, but to be completed from beginning to end. This is no criticism on the many serious students who are compelled to withdraw for a time to earn more money. It is concerned rather with those who carelessly drop out never to return.

#### **Self-Supporting Students**

At this point mention should be made of the very considerable number of our students who by one means or another are earning all or a part of their expenses in residence at the University. Accurate figures on this subject are not available for the present year nor was it possible last year to secure a complete report. In January, 1922, steps were taken to obtain detailed information from the students themselves. Blanks were sent to about five hundred representative students, men and women, of whom 335 responded. Of this number 140, or more than 40 per cent, indicated that they were earning all or part of their expenses. The average earnings reported for each of these students amounted to \$25.00 per month. The attitude of all our students on this question is commendably democratic. Many of the influential and highly respected students on the campus are earning every penny of their expenses and the only limit apparently to the number of partially self-supporting students is the comparatively small number of positions available in the town and about the campus.

#### **2. Scholarship**

Perhaps the greatest advance made at the University during the present biennium is in the matter of scholarship. The University faculty has taken a number of constructive steps to raise the scholastic standards of the University in all its divisions, and the students have responded with a more serious purpose to make the most of the opportunity placed before them. Faculty rulings have been adopted providing that in order to graduate a student must have received more than a mere passing grade in more than two-thirds of his cred-



it hours; that a student incurring excessive unexcused absences may be dropped from a particular course with a failure in that course, or in the case of distributed absences may be suspended from the University; and that no student may represent the University in athletics or other activities if he has not made and is not continuing to make a good scholastic record. The faculty have also arranged for reports on the scholarship of students every six weeks during the year, only the semester and final grades being permanently recorded.

#### **Scholarship Cups**

Through the kindness of the Honorable Burton L. French, class of 1901, representative of the first Idaho District in the Congress of the United States, a Scholarship Cup for the men's Greek letter organizations was provided in January, 1921, similar to the Cup for the women's organizations given in the previous year by Mrs. Elizabeth Kidder Lindley. By an agreement between the two donors these cups were placed upon the same basis of competition, being held each year by the group of men or women which had attained to the highest average of scholarship during the preceding academic year. The winning of either in three different years gives to any organization permanent possession of it. The Elizabeth Kidder Lindley Cup, offered one year earlier than the other, was won for 1919-20 by Kappa Alpha Theta. The same organization won the cup the second time at the end of the year 1920-21. For 1921-22 the cup was won by Omega Phi Alpha. The Burton L. French Cup was won for 1920-21 by Phi Gamma Delta, which organization was successful in winning it a second time at the end of 1921-22. Competition for these cups becomes keener each year and the rivalry thus created is having a wholesome effect on bringing up the scholarship of some of our organizations. It is a matter worthy of note that the women's organizations uniformly attain to higher averages of scholarship than the various groups of men, but the Greek letter organizations as a whole, grouping men and women together, have a higher scholastic standing than the general average of the University.

#### **Honorary Societies**

An encouraging evidence of genuine and widespread interest in scholarship among the students is the rapid increase during the last two years in the number of honorary societies represented in the University. For some years representatives of the national honor society Phi Beta Kappa in the faculty of the College of Letters and Science have been petitioners for a charter of that society to be granted to the University of Idaho. Thus far they have been unsuccessful, but have received much encouragement and feel reasonably sure of success in the near future. With that end in view, and with the cooperation of honor students in the College of Letters and Science, they have organized locally the Alpha Society, having practically the

same regulations and standards as are observed by the recognized chapters of Phi Beta Kappa. Faculty members of Phi Beta Kappa are the active members in this society and select a limited number of seniors and juniors from the College of Letters and Science as honorary members. Faculty members of Sigma XI, the national honorary scientific society, have been more successful during the biennium in their petition for a chapter at the University. This chapter was voted by the national society at its annual meeting during the Christmas holidays of 1921, and the local chapter was installed by the national officers during Commencement week 1922. Membership in the society is open to members of the faculty as a recognition of scholarly research in scientific work, and the influence of the society is already being widely felt, throughout the University.

#### **Departmental Societies**

Various divisions of the University have either secured or are in the process of securing charters in national honorary societies which are departmental in character. Membership in all these is based upon high scholarship in the particular field involved. Such organizations have been established in the College of Agriculture, the College of Engineering, the College of Law, and the School of Forestry, and in the departments of Economics, Home Economics, English and Public Speaking. There is of course, a danger that such organizations may be overdone and that their very number may in part defeat their purpose, but the faculty committee on student organizations is considering each group carefully before recommending that it shall be authorized by the faculty, and is responsible for constant check on the activities of such organizations as are recognized.

#### **Mental Tests for Students**

With the opening of the University in the fall of 1921 the department of Psychology was authorized by the faculty to administer a mental test of the group type to all new students entering the University. It was felt that the results from this first test with students entering had been sufficiently profitable to justify the use of a similar test with students this year. This practice is being followed in many of our leading colleges and universities. While college faculties are far from agreed as to the scope or dependability of these tests, they are generally accepted now as affording a valuable sidelight on many of the problems of adjustment and discipline which enter into the care of students. We have been careful at the University of Idaho to keep the results of these tests from the students themselves, but to make them available to the various Deans and to the faculty committee on scholarship as needed. When students fall behind in their work, when they appear careless and indifferent, and on the other hand when they insist upon carrying more work than is good for them, information of this sort often proves of great value.

### **3. Student Welfare**

Experience in college administration brings home to one more and more the fact that parents who entrust their sons and daughters to a college or university are interested in having the entire well-being of these young people safeguarded so far as possible by the University authorities. Not only are they interested in mental development, but they feel as they should that the health, the physical well-being, the habits and the ideals of students are also a matter of vital responsibility for the institution. The University of Idaho has made unceasing effort to assume these responsibilities in the fullest measure possible. In the summer of 1920, when the liberality of the citizens of Moscow made it possible to erect Lindley Hall for men, they also made available to us a fairly commodious private house adjoining the main campus for use as a University Infirmary. This Infirmary was opened at the beginning of the college year 1920-21 in charge of a capable and experienced resident nurse. A small health fee was charged the students upon registration, which assured them clinical attention and a reasonable amount of hospital care at the Infirmary during the year.

#### **Success of the Infirmary**

The experiment has been an unqualified success, except that the demands made upon the Infirmary very quickly grew so much that at times they severely tax our capacity to give the proper service. During the year 1920-21 the records of the Resident Nurse show a total of 1700 clinic cases and calls, and nearly 200 bed cases cared for at the Infirmary. In the year 1921-22 over 2000 clinic cases received attention and the number of bed cases at the Infirmary was doubled. This larger record of the second year is due in part to an epidemic of mild influenza during the middle of the winter. But the appreciation of this hospital service among the students has now become so general that in the future these figures are likely to be increased up to our actual capacity. The problem is a serious one and may have to be met by restricting further the amount of time a student may spend in the Infirmary without extra charge, or by some means yet to be determined of enlarging our equipment and staff. For a large part of the past year the Resident Nurse was compelled to have a full-time assistant and we have been forced to increase our health fee until now it is at the rate of \$5.00 per year.

#### **Problem of Physical Welfare**

A portion of this health fee is expended at the opening of each year in providing adequate physical examinations for all entering students as well as for all returned students who upon earlier examination had been pronounced below par and were accordingly receiving special attention. The problem of the actual physical welfare of our students is a much more serious one than the general public

can realize. The University is located in a quiet and orderly community where there are few temptations to attract students from the immediate vicinity of the campus, but 1200 or more young men and women full of life and spirits on the campus of the University during a rather long north Idaho winter need many more opportunities for relaxation and healthful play than can now be made available to them. During many weeks of the year, out-of-door sports are almost out of the question, at least for so large a number, and the floor space of the Gymnasium and Lewis Court are sadly inadequate as they are in use practically every hour of the day. Students who for one reason or another need special attention and healthful corrective exercises have all too little opportunity for this, and our funds thus far have prevented us from giving them the attention they should have. We have a capable staff of specialists in the department of Physical Education and are doing all that is humanly possible to safeguard the health and welfare of our students, but a small additional outlay would easily double our efficiency in this respect.

#### **Intramural Sports**

Even with these limited facilities various competitive games have been carried on in addition to their regular exercises. Among the boys, all the usual major sports have been organized into tournaments with competing fraternity and dormitory teams, giving an opportunity for a large number of boys who care to take part in such forms of exercises without competing for a place on the so-called varsity teams.

#### **Intercollegiate Athletics**

The record of the University of Idaho in inter-collegiate athletics during the past two years is one of which we feel justly proud. It is marked by a large measure of success in actual games won. The basketball team during the past winter won the championship of both the Northwest and Pacific Coast conferences, and was able to accept an invitation from the Junior Chamber of Commerce of Indianapolis, Indiana, to represent the West at the National Collegiate Tournament held there in the spring. The baseball team last spring came very close to acquiring another conference championship. In football and track our record has been uniformly good and our teams highly respected. All athletic organizations representing the University of Idaho have distinguished themselves for clean sportsmanship and good conduct on and off the field. It was a well-merited distinction when in December, 1921, the University of Idaho, formerly connected only with the Northwest Conference, was also elected to membership in the Pacific Coast Conference, including the strongest institutions from California to the Canadian line.

#### **Relations With Local Churches**

Considerable attention has been given during the biennium to

co-operation with all local churches in securing and maintaining contact between students of the University and the religious denominations with which they had been connected at home. During all of the year 1921 and until Commencement this year three churches through their national boards co-operated in the support of a student pastor at the University of Idaho with the understanding that his services were available to all churches represented in Moscow. The University co-operated so far as possible in this work, making the student pastor welcome about the institution, installing him in an office in the University Hut erected during the war by the War Work Council of the Y. M. C. A., and making available to him all information he might desire. Last June this co-operative arrangement of the churches was discontinued, one or two of them preferring to employ their own denominational workers. Since this time one of the University students has been installed in the Hut and is furnishing to the various churches information and co-operation similar to that provided under the student pastor plan. The present arrangement appears to be giving entire satisfaction to all concerned.

#### 4. Student Spirit

Much progress has been made during the biennium in crystalizing and intensifying the spirit of the student body into an unceasing wholesome respect for the good name of the University and a deep and genuine loyalty to all that the institution stands for. The students one and all have responded magnificently to such appeals and have developed a morale which I regard as unexcelled throughout the land. They have accepted in its entirety the idea of the University as a student community where laws are respected, authority accepted, and self-denying co-operation fundamental to success. The students of the University of Idaho are good winners and good losers, clean sportsmen in every encounter. It is significant that in the last three football contests between Idaho and her traditional rival, Washington State College, the University of Idaho has regularly won the Harvard Club Trophy for good behavior and clean sportsmanship, until this Trophy has now become our permanent possession. Idaho students are good citizens and their loyalty to the institution they now represent will go with them out into life and make them good citizens of the community, state, and nation.

#### Student Organizations

Particular attention should be called to certain organizations developed on the campus during the past two years to promote good citizenship in the college community and to foster more efficient co-operation. The young women of the University, with their numerous and complicated problems of social procedure, have organized themselves into a Women's League, with their own machinery, under the direction of the Dean of Women, for administering the ordinary

questions of social government. The Associated Students of the University of Idaho, the large community organization of all the students, has during the past year adopted a new constitution distributing rights and responsibilities throughout the student body in a fair and impartial manner. The men's Greek-letter organizations within the past year have established an effective and wholesome Inter-Fraternity Council, bringing official representatives of these rival organizations into friendly conference on their common problems at least once a month.

On the initiative of the students themselves the faculty approved last spring the institution of a Student-Faculty Advisory Council made up of representatives of the several classes and a group of faculty representatives appointed by the president. This Council assumes no legislature powers, but acts in a purely advisory capacity and is accomplishing fine things by meeting at regular intervals for free and full discussion of such problems as are the common interest of students and instructors. Not the least of such organizations is the local chapter of the so-called Inter-Collegiate Knights, an organization of selected under-classmen in the colleges of the Northwest pledged to uphold the good name of their institution and to extend courtesies to visitors from other schools. The Knights have taken their responsibilities seriously and in a short time have become an integral part of our campus life. The President of the University has been honored by membership in this organization as well as in the Inter-Fraternity Council and the Student-Faculty Advisory Council.

## II. FACULTY

### 1. Organization

While there have been no particularly important changes in the organization of the faculty and staff during the present biennium, certain details of what seems to us constructive development are deserving of mention. As might be expected the present complexity of the University, with its seven distinct schools and colleges developed in a few years out of one basic school, and with its Agricultural Extension Division operating out of Boise rather than Moscow, had produced a considerable amount of uncertainty and confusion in our operations. Certain standing committees of the general faculty were spending an inordinate amount of time each week on details which should either have been disposed of by the several Deans or have been handled automatically in the office of the Registrar. Divisional faculties, which were small enough for a free discussion of individual students and their problems, met rarely or not at all, and the general faculty meetings were largely given over to discussion of which the majority of those present knew very little. Often it was difficult indeed to fix the responsibility for some decision unimportant in itself, and there was a corresponding delay in getting things actually ac-

completed. The Agricultural Extension Division seemed to be growing away from the campus end of the University, rather than becoming more closely co-ordinated with it.

#### **New Code of Faculty Procedure**

After about a year of experience with these conditions, the President of the University with the approval of the Commissioner, presented to the faculty at the opening meeting in September, 1921, a somewhat detailed code of procedure, undertaking to fix the responsibilities of the Registrar's Office, the several Deans and their faculties, and the general faculty with its standing committees. This was accepted willingly by the faculty and the most loyal co-operation has been given by them in operating under it. Responsibilities are now fixed more readily and the necessary decisions secured promptly whether on matters of routine or on questions of particular importance.

#### **Co-operation in Agricultural College**

During the same fall, the co-operation with all concerned in the Agricultural Extension Division was asked and secured in working out plans leading to closer co-ordination of all our work for the agricultural interests of the state. As a result of several conferences considerable constructive material was ready for presentation at the annual meeting of Extension officers of the state held in Moscow in December 1921, since which time there has certainly been a far better understanding among all of us and a much greater facility of organized operation. Representatives of the Extension Division have more frequent and extended opportunities to acquaint themselves with the research and instructional work of the University and members of the Experiment Station staff and teaching force have been thrown considerably more into contact with the Extension field and its problems.

#### **School of Education**

As noted above the various divisions of the University have maintained about a uniform ratio of increase in enrollment of students and scope of work. The one exception to this, of course, is the School of Education, which was separated from the College of Letters and Science, just at the close of the previous biennium. Heretofore, of course, a considerable number of high school teachers were prepared in the College of Letters and Science. Under the present arrangement students definitely preparing for teaching are urged to register from the beginning in the School of Education. During the past two years in particular the School Laws of the state have put an added premium on the university trained teacher, who by four years of study has secured the Bachelor's degree. Our erection of

the separate School of Education has been particularly timely on this account and the figures above indicate the unusual growth of enrollment in this School during its brief existence. It is of great value to the University that among the students in this school are a number of more mature men, experienced in teaching, who have decided to resume their studies for a time and secure their degree. Some who already have the Bachelor's degree have thought it best at this time to enter upon post-graduate study here, thereby increasing the number of our graduate students.

#### **Graduate Study**

The University does not maintain a Graduate School with a separate organization. Most of our departments, however, are equipped to offer excellent graduate work through at least one year and members of the faculty find it a decided intellectual tonic to undertake the direction of this advanced work. The Graduate Committee of the University faculty has been particularly zealous during the past year in the promotion of this graduate work, with the result that many more graduate students were registered than ever before and a larger number of Master's degrees than at any previous time was conferred at the last Commencement. In February, 1922, by action of the Board of Regents, the President was authorized to reorganize certain work being done in various departments by student assistants so that it could be cared for without additional expense through a limited number of graduate assistantships, thus giving opportunity to capable graduate students of this and other institutions to earn their entire expenses at the same time that they were pursuing graduate work here. This fall this plan is in operation in four departments and has already abundantly justified itself.

#### **Non-Resident Instruction**

For some years the University has been offering in a somewhat disorganized fashion a few non-resident courses, with the instructor in each case dealing directly with the non-resident students and with very little check upon these relations on the part of the University. In the fall of 1921 the whole procedure of this non-resident instruction was reorganized so that all material would pass under the supervision of one official of the University and all fees would be handled through the office of the Bursar. The faculty committee on non-resident instruction was reorganized, and made a fresh and complete survey of the legitimate demands for non-resident work, and for facilities available in the various departments to give this work. Under the new plan we have been able to meet in a much more satisfactory way the numerous requests of high school teachers and others to carry some University work for credit until such time as they were able to enter upon resident study here to secure their degrees.



### **Reorganization in Extension Staff**

The most notable change in the administrative organization of any part of our University work has taken place in the Extension Division of the College of Agriculture. At the very beginning of the present biennium, the University administration recognized not only that the unusual pressure for agricultural extension work due to the necessities of the War had ceased to exist, but also that the straitened financial conditions throughout the state and particularly in the agricultural communities made necessary a reduction of our forces to the absolute minimum of practical service. Students on the campus had to be cared for in such numbers as they appeared, but agricultural advice and education carried to the farmers themselves could more readily be limited to the public purse. The representatives of the people in the Legislature of 1921 confirmed this administrative conviction by a considerable cut in the Extension budget.

Even before this had taken place, however, a sweeping reduction had been made in our Agricultural Extension staff, which reduction with very little change has remained in effect up to the present time. The following members of the staff were eliminated at the beginning of the biennium: The Assistant Director of Extension, the Publicity Agent, two Assistant County Agent Leaders, the Assistant Home Demonstration Agent Leader, and the Assistant Leader of Boys and Girls' Club Work. At the same time eight State-Wide Specialists and Demonstrators were eliminated as follows: Swine Specialist, Sheep Specialist, Assistant Dairy Specialist, Farm Management Specialist, Nutrition Specialist, Club Methods Specialist, Home Demonstration Agent at large, and State Home Health Demonstrator. The work of the specialists in methods for home demonstration and club work was assigned at this time to state leaders in these fields.

### **The District Basis**

The period of adjustment to this greatly reduced force was long and beset with difficulty. This difficulty was still further increased by the fact that various counties, with a desire for economy, felt unable to continue the services of the number of county workers they had previously employed and proceeded to release some of these as contracts expired. There was some reduction in the number of county agricultural agents, but the effect was seen rather in the number of club workers and home demonstration agents employed by the several counties. By the end of 1921 the number of county workers in these two fields had become so greatly reduced that a very small part of the state was being covered. To meet this difficulty at least in part the University entered upon the policy in December, 1921, of placing portions of Idaho on a district basis so far as home demonstration and club work was concerned, leaving counties which were willing to do so to continue the employment of county workers on a

co-operative basis, creating elsewhere in the state districts involving a considerable number of adjacent counties to be served by district agents employed entirely on state and federal funds.

#### **Excellent Co-operation Throughout Extension Work**

The plan has not been carried out completely because of shortage of funds and is of course far less efficient than when the work is done on a county basis, but it has met the immediate situation with a fair degree of effectiveness and has enabled us to distribute this work into large areas where otherwise little could have been done with it. The district plan places an added burden on county agricultural agents in these districts because it leaves with them between visits of the district representatives the responsibility for seeing that home demonstration and club work is not allowed to lapse. Our Agents have risen to this added responsibility with commendable promptness and willingness and have rendered most effective service. In a few instances it has been possible to co-operate in club work with agricultural teachers employed under the provisions of the Smith-Hughes Act, the University compensating the districts which employed these men for the portion of their time during the summer given to club work under the Extension Division. Early in the present year it became obvious that the direction of the county agents, scattered as they were all over the state, was too arduous a task for one man, and one assistant county agent leader was appointed to help in this work.

#### **Proposed Curriculum in Business Administration**

I have noted earlier that our divisions of instruction on the campus have shown much the same percentage of increase throughout. Within the College of Letters and Science, however, certain developments are taking place which seem to demand immediate attention and a certain rearrangement of organization which can be brought about without particular increase in cost. Idaho, while primarily an agricultural state, has finally developed the tendency which appeared some years ago in states along the coast. This is represented in an abnormal increase in the last two years in the number of high school graduates who are seeking a course of study preparatory to business, and who in many cases have been leaving Idaho to secure such a course in a college or university of some neighboring state. During the biennium we have undertaken to meet this demand by strengthening our department of Economics and Political Science and increasing the number and variety of courses available to students in that department. There has been a corresponding increase in the number of students selecting this as their major department. In 1920-21, 55 students were majoring in this department, in 1921-22, 120, and so far during the present year the number of such majors has come above 200. It does not seem to be enough, however, to offer a

goodly array of courses in business administration within this department. Many high school graduates and even our own alumni persist in believing that we do not have adequate training preparatory to a business career because they find such courses in neighboring schools set apart in separate schools and colleges. Even the Veterans Bureau in their distribution of students for rehabilitation find it difficult to realize this. It is also true that major students in Business Administration may need certain adjustments of the regular Letters and Science curriculum to suit their particular requirements. In view of all these things it seems advisable to establish without delay in the College of Letters and Science a separate curriculum in Business Administration, just as there is a separate curriculum in Home Economics and in Pre-Medical Studies.

#### **Possible Curriculum in Music**

A similar situation exists in the department of Music. This department has grown materially during the last few years, making it necessary to procure additional members of the staff, and also making it necessary to rent a private house adjoining the campus for practice rooms and studios. There is a feeling throughout the state that we do not offer courses in Music comparable to other colleges, because our work in Music is confined to a department in the College of Letters and Science and not segregated as a special school or conservatory. It seems desirable in this case also that a special curriculum in Music should be organized in the College of Letters and Science, with such adaptations of the regular requirements as may permit specialization in Music without lowering of academic standards.

#### **2. Resignations and Appointments**

During the present biennium the University has been much more fortunate than in the two years previous in retaining the services of members of the faculty and avoiding the number of resignations and replacements which have been thwarting continuous progress in our instructional work. During the calendar year 1921, eighteen members of the faculty withdrew from the service of the University and were replaced by other appointees. The percentage of this turnover, practically 18 per cent, was considerably less than during the year preceding. During the present calendar year there have been twenty-one resignations and replacements, but a slight increase in the total number of the faculty leaves the percentage of turnover almost identical with that of last year. These resignations took place for various reasons but a very considerable number of them were due to flattering offers of other positions elsewhere at a marked advance in salary over what the University of Idaho was able to offer. Under our present financial condition there seems to be little opportunity to meet such a situation when it arises. I look forward to the day when we shall be able to offer our most successful instructors suffi-

cient inducement to hold them against all reasonable propositions from elsewhere. But until that day arrives we may expect a considerable mortality in our ranks each year, which unfortunately will affect the very instructors whom we are most reluctant to have leave us. The faculty as a whole has shown marked harmony, a splendid spirit of co-operation during the entire period of my service here and to their satisfaction with conditions of life about the campus is due in great measure to the relatively small percentage of resignations at this time.

Among our Agricultural Extension workers, both Specialists and county workers, there has been a considerable percentage of turnover, particularly in the first of the two years. Most of the Specialists have been in the employ of the Division now for some years and as their acquaintance with people and conditions throughout the state has grown their value to the institution and to the public has increased. In the same way we have been able to develop a limited number of county workers with wide and valuable experience, but we are embarrassed by the fact that states all around us and far East are paying larger salaries to employees in all branches of their Agricultural Extension service than we are paying in Idaho and they feel no reluctance in approaching members of our staff with more attractive offers. It has been very difficult indeed to retain a number of our most efficient people in the face of these competitive offers and we do not know from day to day what serious inroads may be made in our staff. Doubtless this is not a time for a general salary increase, but just as in our regular faculty we must accept the policy of making a limited number of advances in salary to the most distinctly valuable members of our staff or be prepared to sustain losses which will be serious, indeed, to the agricultural interests of the state.

#### **Necessary Increases in Faculty**

In the year 1921, eight new members were added to the teaching staff, and the faculty has been increased by eleven others during the present year. These additions have been absolutely necessary to care for the large increase in our enrollment, distributed as it has been in practically all our departments. We cannot avoid the fact that as this enrollment continues to increase during the next bien-nium, we must add further to our staff if we are to continue on the present basis of efficiency. At the present time we have almost exactly one member of the faculty to each ten students, which is not a bad proportion when we consider the large amount of time of the agricultural faculty devoted to research work in the Experiment Station. It is reasonable to suppose that we shall add not less than 400 students in the next two years. On this basis of our present instructional facilities, this would mean the addition of forty more instructors to care for this additional load. This, of course, is unnecessary as well as out of the question. The increased enrollment of the

last few years has made of the University a more efficient economic unit, and additional hundreds of students from this point on can be cared for with a relatively smaller increase in our teaching force. A certain amount of this increase in attendance is absorbed in required advanced courses in the several colleges. The greatest burden is felt in the need for additional sections in freshman and sophomore work required of practically all students.

#### Special Mention

It is not possible in the limits of this report to note all the specific changes in our faculty and staff, to pay tribute to those who have severed their connections with the University or to outline the qualifications of new appointees. In two or three cases, however, the change has involved larger responsibilities and affected a greater number of students. Our most conspicuous loss during the biennium came in the resignation of Dean Edward M. Hulme, Professor of European History and Dean of the College of Letters and Science, who retired from the faculty in the summer of 1921 to accept a professorship at Stanford University. Dean Hulme during his fifteen years at the University of Idaho had endeared himself to hundreds of students and had won the admiration and confidence of the people of Idaho far and wide. His public lectures were as much in demand as his class room work was attractive, and his experiences in University life had made him a valuable counselor and administrator. His place on the teaching staff was filled by the appointment of Dr. Frederick C. Church, also a notable scholar in the field of European History, who came directly to the University after a sojourn of three years in Europe. We were fortunate in having in the College of Letters and Science a professor of wide experience in administrative matters who had already held the Deanship during Dean Hulme's year abroad. He had the high regard of his colleagues and of the student body. The appointment of Professor Martin F. Angell as Dean of the College of Letters and Science met with immediate and wide approval and he has fully justified the confidence placed in him by the Board of Education.

During the summer of 1921 we were also deprived of the services of Professor Herbert P. Davis, Professor of Dairy Husbandry and Vice-Director of the Agricultural Experiment Station, who was called to an attractive position as head of the Dairy Husbandry department at University of Nebraska. Professor Davis had not been connected with the University of Idaho for a long time, but had abundantly proved his ability as a teacher and scholar. We were fortunate to secure in September 1921 Professor F. W. Atkeson to assume the duties of Professor Davis as head of the department. No appointment has been made as Vice-Director of the Station.

In June, 1922, Thomas Kelley, Athletic Director and Head of the Department of Physical Education, received a flattering offer to re-

turn to the University of Missouri, where he was formerly located, and assume the duties of Head Football Coach. He was very anxious to make the change, and despite the fact that he was just entering upon the second year of a three-year-contract, the Board was willing to release him from his duties here. In two years of service Mr. Kelley had performed much excellent and constructive work for Physical Education at the University of Idaho and had been chief factor in placing our athletic program on a sound financial basis. The prospect of securing a thoroughly capable successor so late in the year was slight, but by rare good fortune we were able to secure Mr. R. L. Mathews, an experienced coach and physical director, who during the previous year was on the staff of the University of Washington. His strong personality, high ideals, and unquestioned skill as an instructor have already established him firmly in the regard of the entire institution.

### 3. Salaries

These more significant changes just cited were all brought about by more attractive financial offers elsewhere. As indicated earlier in the report many of the other changes were due to the same factor. Several other members of the staff in most responsible positions were also approached with offers of materially increased salaries from other institutions, during the biennium, and were with great difficulty persuaded to remain in Idaho. However, our salary scale may compare with wage scales throughout the state, the administration of the University is seriously embarrassed week after week by the fact that the salary scale at the University is so far below that of practically every institution with which we undergo comparison. We cannot compete with other state universities when they seek to take our outstanding men away from us. Neither can we bid on an equal basis when we come to fill these places. Many of the best beloved members of our faculty are here at distinct financial sacrifice because they are attracted by the environment and the good spirit of the campus.

#### Comparison of Salary Scales

Each fall the Bureau of Education of the U. S. Department of the Interior secures data on salaries, budgets, and enrollment from all the state-supported colleges and universities of the country and as early as possible in the winter publishes the results of these inquiries. This information has been secured for the present academic year, but has not yet been given out from Washington. Salary figures for the year 1921-22, which are not materially different from those of this year, are however available to everyone. Attention is called to the following table prepared from these figures, in which we have grouped a number of southern and western institutions in the smaller and less wealthy states on the basis of average salaries paid to professors and assistant professors. In each column the institu-

tions are listed in order, those with the highest average salary at the top. It will be seen that in the matter of professor's salaries Idaho is second from the bottom of the list, while in terms of the average salary of assistant professors Idaho and Wyoming are tied for next to the last position. This rating is all the more significant when we remember that of all state-supported colleges and universities west of the Mississippi River there are none with lower salary averages than the ones in this list.

#### Average Salary of Professors.

Montana A. & M.  
Oregon Agricultural College  
(Arkansas)  
(Nevada)  
University of Utah  
Washington State College  
South Dakota A. & M.  
North Dakota A. & M.  
Arizona  
IDAHO  
Wyoming  
New Mexico A. & M.

#### Average Salary of Assist. Professors.

1. Washington State College  
2. Montana A. & M.  
3. South Dakota A. & M.  
4. Oregon Agricultural College  
5. University of Utah  
6. Arkansas  
7. Nevada  
8. Arizona  
9. North Dakota A. & M.  
10. IDAHO  
11. Wyoming  
12. New Mexico A. & M.

#### 4. Faculty Publications

The members of the University faculty are uniformly active in scholarly investigation and public activities in addition to the routine of classroom, laboratory, and office work. Recognition of the large and valuable contribution from our faculty to the field of science was accorded by the Sigma Xi fraternity when they decided to install a chapter here. In the preparation of data accompanying the University's petition for this chapter it developed that the faculty members then employed in the science departments of the University had published a total of 220 papers on scientific subjects. 88 of these were the work of the Agricultural College faculty. 95 of the entire 220 papers were published since the writers became members of the Idaho faculty. The results of research published during the past two years are listed in part in the accompanying reports of the several colleges and particularly of the Agricultural Experiment Station. In addition to these, members of our staff have published during the biennium not less than 21 technical articles and 25 of a more popular nature. Various professors and administrative officers are called upon frequently for conferences, lectures, and public addresses. To secure a complete and adequate report of these would be very difficult, but there is no doubt that the University is doing its part very commendably in getting into immediate contact with the life and thought of the state.

### III. SCHOOLS AND COLLEGES

Accompanying this report I am pleased to submit somewhat more detailed reports from the several Schools and Colleges of the Univer-

sity, together with report on Graduate Study, on the work of the Home Economics Curriculum, the Pre-Medical Curriculum, the Military Department, the Department of Music, the Department of Physical Education, the Library, and on the Agricultural Experiment Station and the Agricultural Extension Division.

#### IV. PUBLIC AND COOPERATIVE SERVICE

##### Experiment Station and Extension

Every opportunity must be taken to bring before the public the wide range and material importance of the services rendered by the University in addition to the direct instruction of students on the campus. In practically every division of the University a large amount of the time of the faculty is consumed in answering inquiries and supplying information along their various lines of special study. Whenever it is possible, members of the teaching and experimental staff are available for conference and public addresses throughout the state at no expense to the communities visited beyond the actual cost of travel involved. Two of the three great arms of service represented in the College of Agriculture are primarily public service activities: (1) the Experiment Station with the Substation Farms, utilized for investigations which will primarily advance the agriculture of all parts of the state, and (2) the Agricultural Extension Division with its function of carrying agricultural information into every nook and corner wherever agriculture may be practiced. In the support of the Experiment Station the University co-operates with the U. S. Department of Agriculture, receiving an annual allotment of Federal funds under the Hatch and Adams Acts for agricultural experimentation. The Agricultural Extension Division is also on a co-operative basis, being supported in part by federal funds, and in the case of county workers by additional appropriations from county funds.

##### Pure Seed and Insect Control

During the biennium the University through its College of Agriculture has continued to administer two other co-operative activities under appropriations made by the last legislature. The Pure Seed work involves a main laboratory located in the State House at Boise, a branch laboratory in Morrill Hall on the University campus, field inspection of seed offered for sale, and educational work aimed at encouraging production of pure seed. The work is directed through the Experiment Station of the University, the Director of which is authorized to appoint a Seed Commissioner. The other special co-operative work is in the control of alfalfa weevil and other insect pests, the object being to develop measures of control as a part of the experimental work and to instruct and encourage individual farmers in the use of these measures. Officials of the University have made



great advances during the past two years in helping to combat the weevil and other pests.

#### **U. S. and State Bureaus of Mines**

The University through its School of Mines has continued through the biennium to participate in a three-part co-operation with the U. S. Bureau of Mines and the State Bureau of Mines and Geology. The University under this arrangement provides office and laboratory facilities for representatives of the U. S. and State Bureaus. Graduate fellows in research in Metallurgy conduct work in the School of Mines laboratories under the direction of the local representative of the U. S. Bureau. As a rule the research of these graduate fellows is concerned with some one of the co-operative problems which have been agreed upon by the State and Federal Bureaus. There is still further co-operation between the State Bureau of Mines and the U. S. Geological Survey. The head of the Geology department of the School of Mines is still a member of the staff of the U. S. Geological Survey, subject to employment by the Survey in the summer.

#### **School of Forestry**

During the biennium the School of Forestry in co-operation with the U. S. Forestry Service has made an exhaustive study of the public requirements for keeping the potential forest lands of Idaho in a state of continuous forest production. Representatives of the School were employed in this survey during the summer months and secured much information of great value to the timber industry of the state. Along the same line the staff of the School of Forestry has been active in the promotion of the Annual Forestry Protection Week set aside by the Governor of the state for instruction in the matter of guarding against forest fires.

The School of Forestry during the past summer has had immediate supervision of an extensive survey to determine if the white pine blister rust had spread into Idaho. This work was carried on in co-operation with the U. S. Department of Agriculture and the office of the White Pine Blister Rust Control, U. S. Department of Agriculture. Much attention has been aroused throughout the Northwest through the menace of this disease, which, should it once reach our pineries, would seriously affect their productive value.

Further activity of the School of Forestry is in the matter of establishing home centers of wood supply in the treeless areas of the state. During the past summer the Dean of the School made an extensive investigation of planting trees in the arid sections. The School encourages such planting by supplying the people of the state with plenty of material at actual cost and has rendered much valuable service in this matter.

#### **Public Health Service**

The department of Bacteriology of the University has co-operated during the biennium with the State Department of Public Welfare in undertaking to make all bacteriological examinations of water for points located more conveniently to Moscow than to Boise. The Department of Public Welfare has agreed to supply materials for this work and containers for samples, but the funds of the state department have been so limited that only the containers have been supplied and those in a number unequal to the demands for examinations. During the year 1921 over a hundred samples of water were analyzed at the University and this number would have been more than doubled if containers had been available as requested. The department of Bacteriology has also undertaken to make tests for diphtheria for the northern portion of the state. Requests for this service have been irregular but over 250 examinations have been made within the past year. There is the possibility of greatly enlarging the public service of our Bacteriology department if sufficient means are available from some source to carry on the work which is needed.

#### **Road Materials Laboratory**

The Road Materials Laboratory was established by the Legislature of 1919 as a part of the College of Engineering. During the early part of the present biennium it continued to be administered at the joint expense of the University and the State Bureau of Highways. Through lack of funds the Bureau of Highways was compelled to withdraw from this arrangement in September, 1921, since which time the University has continued to maintain the laboratory and offer its services to the Highway Bureau and the general public without charge. Highway work in the state has been somewhat curtailed and the number of samples submitted for testing in this laboratory has been smaller than anticipated. In the past two years, however, more than 400 samples have been tested for state highway officials and about 250 for others.

#### **V. ALUMNI**

The graduates of the University of Idaho in the several divisions are rapidly increasing each year in number and in prestige throughout the state. Up to the present time almost exactly a thousand degrees have been conferred by the University and this year for the first time there are considerably more than a hundred students in the senior class. The following tabulation shows in the first column the total number of degrees in each field study conferred by the University prior to the present biennium. The other two columns indicate respectively the degrees conferred in June 1921 and June 1922.

## DEGREES CONFERRED

## Bachelor's Degrees

	Up to the present biennium	1921	1922	
Bachelor of Arts.....	274	32	28	
*Bachelor of Arts in Education.....	5	—	—	
†Bachelor of Philosophy.....	6	—	—	
Bachelor of Science.....	127	8	7	
‡Bachelor of Music.....	17	—	—	
Bachelor of Science in Home Eco- nomics .....	36	4	3	
Bachelor of Science in Agriculture.....	92	14	14	
††Bachelor of Science in Household Arts .....	8	—	—	
Bachelor of Science in Civil En- gineering .....	65	1	5	
Bachelor of Science in Electrical Engineering .....	31	2	1	
Bachelor of Science in Mechanical Engineering .....	6	2	1	
Bachelor of Science in Chemical Engineering .....	7	—	—	
Bachelor of Laws.....	67	12	9	
Bachelor of Science in Geology.....	—	2	1	
Bachelor of Science in Mining.....	68	2	2	
Bachelor of Science in Metallurgy.....	—	—	1	
Bachelor of Science in Forestry.....	19	3	3	
Bachelor of Science in Education.....	—	4	9	
Total .....	828	86	84	998

## Master's Degrees

Master of Arts.....	5	1	1	
Master of Science.....	11	—	—	
Master of Science in Agriculture.....	5	1	—	
Master of Science in Geology.....	—	—	1	
Master of Science in Metallurgy.....	3	1	2	
Master of Science in Forestry.....	1	—	—	
Master of Science in Education.....	—	—	1	
Civil Engineer .....	1	—	—	
Metallurgical Engineer .....	—	1	—	
Total .....	26	4	6	36

## Honorary Degrees

Master of Arts.....	2	—	—	
Doctor of Laws.....	3	2	1	
Doctor of Divinity.....	2	—	—	
Doctor of Music.....	1	—	—	
Total .....	8	2	1	11

1045

\*Discontinued after 1921.

†Discontinued after 1899.

‡Discontinued after 1914.

††Discontinued after 1918.

### Non-Graduates Considered

This total of about a thousand graduates by no means represents the enormous number of men and women throughout the state who have spent a considerable period of time in residence at the University but have failed to complete their work for a degree. It is safe to assume that there are four or five times as many of these as there are graduates and in many instances the impress of the University has been as deeply stamped upon them as upon any of our degree-holding graduates. The colleges and universities of the country today have ceased to draw sharp distinctions between graduates and non-graduates in reckoning their alumni, for keen interest, genuine loyalty, and confirmed appreciation of educational values are shared by the entire body. It is usually true as in our own case that more definite and complete records can be secured of actual graduates. The University of Idaho now has a total mailing list of over 2000 graduates and former students.

### Occupational Chart

During the past winter an attempt was made to classify the 900 graduates then on our rolls in terms of occupations. The result of this classification is here presented.

Public Office (state and federal) .....	13	Mining .....	41
State and Government Employees .....	11	Lawyers .....	49
Banking and Insurance .....	17	Forestry and Lumbering .....	14
In business for themselves .....	22	Engineers in public service .....	14
In business employment .....	20	Other engineers .....	37
Industrial specialists and technicians .....	10	University and college professors .....	23
Ministers .....	5	Instructors in colleges, universities and normal schools .....	21
Missionaries .....	7	School superintendents and principals .....	22
Newspaper men .....	3	Specialists in education and rehabilitation .....	6
Farmers .....	41	Other teachers .....	97
Agricultural specialists in private employ .....	7	Dietitians .....	2
Extension workers and specialists in Agriculture and Home Economics .....	22	Housewives .....	132
Army and Navy .....	14	Students .....	21
Physicians and Surgeons .....	13	Deceased .....	35
Doctors of Optometry .....	2	Insufficient information .....	179
		Total .....	900

At the same time an attempt was made to compute the geographical distribution but this was found to be unsatisfactory because so many former students scattered all through the state had not been accurately located by the publicity office that any figures secured would be an unfair representation of the actual influence of the University in all quarters of Idaho.

### **Alumni Organization**

The general alumni organization of the University is being maintained at a fairly high degree of efficiency. At the present time the President of the organization, Dr. J. H. Einhouse, is a resident of Moscow, and the secretary, Mr. W. A. Murray, is a member of the faculty. Most of the work in keeping up an alumni directory and communicating with members of the Association has to be done through the University and is handled from the publicity office. The weak spot in alumni organization is the comparative inactivity of local alumni clubs and associations. Far too few of these have been organized and too few of those actually organized enjoy a continuous active life. There is no more important part of the University work than to follow our graduates and former students out into life and keep up constant contact with them. This must be done before the University assumes its rightful place in the life of the commonwealth but it cannot be done until we have available practically a full time alumni secretary who can give his first attention and keenest enthusiasm to promoting acquaintance and organization among our people. It is hoped that some such arrangement may be made early in the next biennium.

### **VI. GIFTS**

During the present biennium the University has been unusually fortunate in the number of friends whose beneficence has contributed to the material improvement of the institution and the welfare of the students. It is appropriate at this time to express publicly the gratitude of the administration to all those who have thus contributed to the advancement of our work. While it is impossible to submit a complete list of the gifts received during the period, together with names of the donors, some of the larger items are particularly deserving of attention with a summarizing of the remainder.

1. The Idaho State Federation of Women's Clubs has continued to administer and augment the Student Loan Fund, which has been particularly valuable during this period of financial stress in making it possible for needy students to continue their education at the University. This fund is now considerably above \$10,000.00 and represents the liberality of clubs, schools, and individuals from all over the state. Particular gratitude is due to Mrs. M. J. Sweeley of Twin Falls, whose tireless effort is the largest factor in the success of the fund.

2. In January, 1922, Mrs. Rachel M. Fawcett of Spokane established a Loan Fund of \$1000.00 to be administered under certain conditions by the University, as a memorial to her son, Vernon Porter Fawcett, class of 1914, who gave his life in the effort to save the life of another.

3. In December, 1921, the Moscow Chamber of Commerce contributed \$100.00 as the nucleus of a Loan Fund to be raised by Com-

mercial Clubs throughout the state and administered by the University under rules specified by the Chamber of Commerce. Since that time the Moscow Chamber of Commerce has contributed a second \$100.00 to the fund and further contributions have been made as follows:

Mr. Stanly A. Easton for the Kellogg Chamber of Commerce, \$100.00.

The Wallace Board of Trade, \$50.00.

4. In the fall 1921 the Rotary Club of Moscow voted to contribute as a Rotary Club Loan Fund for students of the University the sum of \$100.00 a year and to invite other clubs throughout the state to add to this fund, the money to be administered by a committee of the Moscow Club. Since then the Rotary Club of Boise has sent \$50.00 to the Moscow Club to be added to this fund.

5. Last winter the need of more money for student loans became so urgent that the students themselves through committees instituted a campaign to increase the sum of money available to the University for loans. Certain balances remaining in the hands of the Bursar for the credit of several defunct organizations were transferred for the time being to the loan account and the students themselves raised approximate \$100.00 and contributed this to the general loan fund. Among other contributions to this fund were:

Potlatch Lumber Company, \$100.00.

Senator D. W. Van Hoesen of Mesa, Idaho, \$50.00.

The De Smet Club of the University of Idaho, \$50.00.

6. In January, 1922, Dr. E. R. Edson, then detailed at Moscow as Medical Officer of the rehabilitation students, contributed the sum of \$300.00 for a Student Surgical Loan Fund, the money to be loaned to worthy students of the University who find themselves in need of surgical attention but are unable to pay for it.

7. As noted elsewhere the Honorable Burton L. French, class of 1901, Representative of the First Idaho District in Congress, provided in January, 1921, a handsome Scholarship Cup, to be held by the men's organization attaining to the highest scholarship average during the preceding year. Upon winning this cup three years an organization is given permanent possession of it.

8. The Jerome J. Day Scholarship in the School of Mines, awarded annually to a high school graduate from Shoshone county has continued in successful operation during this biennium. These scholarships run for four years and afford an annual income of \$250.00.

9. The Bunker Hill and Sullivan Mining and Concentrating Company provided during the year 1921-22 a Graduate Fellowship in the School of Mines for the study of lead slag losses, the stipend being approximately \$500.00.

10. Beginning with the year 1922 the Union Pacific Railway System has established a series of scholarships at the University for

Boys and Girls Club work in each county traversed by the Union Pacific lines. Under this plan the winning student in each county receives a \$75.00 scholarship at the University of Idaho together with free transportation to and from the University so far as his journey is over the Union Pacific lines. Officials of the company have announced the continuance of these scholarships for 1923.

11. The Northern Pacific Railroad Company has established this year a plan to send annually to the College of Agriculture of the University of Idaho a five-man team from each Smith-Hughes High School in the part of Idaho served by its lines, free transportation being granted to Moscow and return. These teams will receive at the University special training in agricultural subjects, especially stock judging. A stock judging competition held at the University will determine a high school team to compete in the Smith-Hughes Judging Contest at the Western Royal Live Stock Show in Spokane and the Pacific International in Portland, transportation for the winning team being provided by the Northern Pacific Company to these shows and return.

12. At the beginning of the biennium the Associated Students of the University of Idaho were confronted with a considerable deficit, largely due to losses incurred in previous athletic seasons. By careful management during the past two years this deficit has been turned into a considerable surplus, out of which the Executive Committee of the organization has contributed with commendable liberality to the material improvement of our athletic facilities. During the year 1921 the Association expended over \$700.00 in the improvement of the Athletic Field and Gymnasium. In 1922 instead of direct appropriations for such purposes the Executive Committee placed in the hands of the President of the University the sum of \$2500.00 to be used in the further improvement of the field and track and in meeting other expenses of the athletic program. The bulk of this money also was spent on the Athletic Field with the result that the University now has available one of the best quarter mile tracks with 220-yard straightaway to be found in the Northwest.

13. The completion of the track necessitated the use of about thirty carloads of cinders. These were very kindly donated by the Union Pacific and Northern Pacific railways, each of them delivering 15 cars on the tracks at Moscow for our use.

14. During the biennium the head of our department of Physical Education has served as a regular member of the State Athletic Commission and the co-operation of the University has been given in the activities of this Commission. From the funds accruing to them from athletic exhibitions the Commission has presented an excellent wrestling mat for the Gymnasium and the sum of \$500.00 to be used in the improvement of Lewis Court for Intra-Mural Athletics.

15. Judge William M. Morgan, upon his retirement from the Supreme Bench of the state in January, 1921, presented to the Law

School of the University his complete file of Transcripts on Appeal and Briefs in all cases heard and decided during his term on the Bench, from January, 1915, to the close of the year 1920. This is an invaluable collection and has been filed in the Library of the Law School for reference by the students.

16. Valuable private collections of Law books aggregating about 100 volumes have been presented to the Law School by F. W. Dewart Spokane and Alex Kasberg of Lewiston, Idaho.

17. Mr. J. J. Taylor of Montpelier has presented to the School of Mines his private mining and geological library including many old and valuable books now difficult to obtain. Mr. Taylor has also made a handsome cash donation to add further to this library, which will be known as the J. J. Taylor collection.

18. Mr. L. K. Armstrong of Spokane has donated to the University for the use of the School of Mines an almost complete set of the Canadian Geological Survey.

19. With the coming of Professor Brosnan to the department of American History, a new and vigorous effort has been made to increase the library equipment of the University for special research in local and northwestern history. Professor Brosnan and other friends of the University have been active in this matter with very substantial results. The University is under special obligation to the following donors: Honorable F. E. Smith, Orofino; Governor J. H. Hawley, Boise; Rev. H. H. Mitchell, Moscow; Rev. N. S. Wurtzberger, Moscow; P. A. Clayton, Moscow; the McConnell Map Company, Chicago, Illinois; Don C. Fisher, Grangeville; Mrs. Ella Turner, Kooskia; W. E. Neumann, Spokane; and Professor Brosnan himself. A valuable collection of the House and Council Journals of Idaho Territory was sent through the kindness of the Honorable Robert O. Jones, Secretary of State, and an extensive list of government publications bearing upon the Northwest, through the courtesy of Congressman Burton L. French.

20. Through the kindness of Mr. E. E. Moberly and Mr. W. R. Armstrong, the department of Civil Engineering has received a volume of great value to the department containing the condensed profiles of the Oregon Short Line Railroad for the Idaho, Utah, and Montana Divisions.

21. Gifts to the general Library of the University have been very numerous and of great value. Deserving special mention are: American Scenic and Historical Preservation Association, 12 volumes; Carnegie Endowment for International Peace, 50 volumes; Carnegie Institute of Washington 32 volumes; Drama Club of Moscow, 56 volumes; English Department of the University, 12 volumes; English 37, the University class in Play Production, 80 volumes; Episcopal Club of the University, 27 volumes; History Department of the University, 14 volumes; Mrs. J. J. Gill, 11 volumes; Professor J. A. Kostalek, 30 volumes; Professor R. A. Muttowski, 51 volumes;



J. J. Mathews through the De Smet Club of the University, 16 volumes; Anna and Carrie Mitchell, 15 volumes.

22. In the fall of 1922, the Star Mining Company through Mr. Charles Hussey, its Secretary, presented to the School of Mines of the University of Idaho the accurate and mine model used in the recent Federal versus Star-Apex litigation. This is the most complete model of its kind on display in the School and will be of great value to the students.

23. To the class of 1921 the University is indebted for a handsome bronze memorial tablet in honor of students of the University who met their death in the United States service during the World war. This tablet has been placed in the main corridor of the Administration Building between the doors of the Auditorium.

24. The class of 1922 provided for a class memorial in the shape of a fountain of cement and stone in the circle in front of the main entrance of the Administration Building. This fountain was completed during the summer of 1922.

25. From the proceeds of the mid-year play of 1921-22, the cast contributed to the outfitting of the Auditorium stage a handsome and permanent set of stage draperies, which have been in constant use since that time.

26. During the biennium some valuable livestock and poultry have been presented to the University by friends of the institution. These gifts include a Shorthorn steer calf from the J. H. Seely and Sons Company, Mount Pleasant, Utah; a yearling Shorthorn steer from J. H. McCroskey, Sprague, Washington; a Hereford steer calf from Mr. Clyde Weatherford, Dayton, Washington; and a considerable number of White Leghorn cockerels and hens from Archie Larsen, Weiser, Idaho.

27. The Engineering Department of the Western Electric Company has given the University for the use of the Electrical Engineering and Physics departments a half dozen vacuum tubes for use in study and experimentation.

28. Valuable donations of fertilizer and spray materials have been made to the Experiment Station by several donors for use at the Home Station and on the various Substation Farms.

29. Numerous loans of apparatus and agricultural implements for use in the laboratories of the University have been received from various manufacturers. It is impossible to list these in detail but the departments concerned are under deep obligation for the use of this material.

## VII. BUILDINGS AND GROUNDS

The present biennium has been one continued effort with the limited means available to anticipate so far as possible the constantly increasing demand for rooming and boarding facilities for our rapidly growing enrollment and for sufficient floor space in our educational buildings to accommodate classes and laboratories. At the

same time we faced the necessity of providing laboratory and other equipment in the various departments to satisfy so far as possible the legitimate demands. I do not need to call attention to the fact that the old-time classical college with largely text-book and lecture courses could accommodate attendance as long as students could be crowded into classrooms. The education in our state universities today is so largely a matter of laboratory experiments with the attendant demand for desk and locker space, or for library reference work entailing a large assortment of books and periodicals, that every additional hundred students involves a more serious problem for the administration than the general public is likely to realize. In detailing the following additions and improvements, every one of them a necessity, which we have been able in one way or another to bring about in the biennium, I would call attention to the fact that not a dollar was appropriated by the last legislature specifically for such improvements and that all money so spent had to be transferred from maintenance funds badly needed for the ordinary running expenses of our greatly increased institution.

#### **Administration Building**

1. The new south wing of the Administration Building, provided for and largely completed in the previous biennium, was not actually ready for use until the fall of 1921. In the meantime, it was necessary for us to equip the Library in the first floor and basement of this wing with a complete outfit of book stacks and wall cases and with much additional library furniture, providing this out of funds available in the present biennium. Three tiers of the standard metallic stacks furnished by the Library Bureau were installed together with additional shelf space in the basement extending under the main reading room. Wall cases were provided around the reading room of similar material and design to the main stacks. The additional classrooms and offices of the second and third floors of the south wing were equipped with new furniture, both seats and desks, and additional furniture was also provided for the new classrooms on the second floor of the building from which the Library was moved into its new quarters. A considerable number of new partitions were required in this portion of the building, new floor had to be laid, and much additional plumbing provided to equip a new toilet and rest room for women in part of this space.

During the summer of 1921 further excavation was made in the basement of the Administration Building and the foundations shored up and finished so as to provide for a publication office and mailing room.

#### **Mines and Geology**

2. After a careful survey of our classrooms and laboratories the most economical means of providing additional space seemed to

be a remodelling of the two buildings occupied by the School of Mines. In carrying out this plan the assay furnaces were removed from the one-story building they formerly occupied and were rebuilt on the lowest level of the Metallurgical Laboratory, which at the same time was completely rearranged to make its space more available. The other building was partitioned and redecorated so as to provide complete office and classroom space for the School of Mines, including the department of Geology, formerly housed in the Administration Building. The Geological Museum, which had been displayed in cases in the upper corridors of the Administration Building, was transferred to the central lobby of this building, which was rechristened the Geology building.

#### **Automatic Stokers**

3. After a survey had been made of the heating system of the University it was apparent to the Board that a large annual saving in fuel cost could be brought about by installing automatic stokers in our boiler room. The purchase of such stokers was authorized and the installation took place in the summer and early fall of 1921. The results have been most satisfactory and entirely in accord with our expectations.

#### **Ridenbaugh Annex**

4. The dwelling house on the Bartley property, secured in the previous biennium, became available for the housing of girls in February, 1921. By the summer vacation it was apparent that the accommodations there must be increased and that the comfort and safety of the house necessitated the extension of the University steam line to this property. The steam heat was installed in the house during the summer of 1921 and a large and commodious sleeping porch was added at the rear. This porch also provided additional rooms below, but funds were not available for the finishing of these rooms until during the summer just past. This annex to Ridenbaugh Hall is now one of our most attractive cottages for girls and has sufficient accommodations to pay a substantial return on the investment.

#### **Infirmary**

5. In the previous biennium, as a part of the transaction leading to the erection of Lindley Hall, a private house in good repair and adjoining the main campus became available as the University Infirmary. As might have been expected a brief experiment with this building proved it to be entirely inadequate to our needs. An unfortunate experience with small pox during the winter of 1920-21 forced us also to take immediate steps to provide a small isolation hospital convenience to the main Infirmary. Accordingly we proceeded during the summer of 1921 to erect an addition to the Infirmary and remodel an outbuilding at the rear to make it available as an

isolation ward. This equipment is still sadly inadequate and the entire arrangement can be regarded as only temporary, but it is the best we can do under present circumstances.

#### **President's Residence**

6. When I first came to the University, December 1, 1920, I found that there was only one dwelling house in the town available for rent which would meet the needs of the President's residence. This was available only because the University had made special effort to retain control of it during the interim of several months between presidents. The owner of this house, however, who had permanently left Moscow, was making every effort to dispose of the property and during the following winter the possibility of the President having at his disposal any house adequate to meet the social demands connected with his duties became very uncertain. The price of the property had been considerably reduced until it appeared to the Board that it could well afford to take over this property on a long time contract, allowing the annual rental to care for the payment. This arrangement was entered into and a permanent place of residence is now assured to the President of the University. This is a long distance from the University campus, but affords the most convenient arrangement possible. Since the purchase of this property it has been necessary to make some minor changes in it and to replace the worn out furnace with a new heating plant.

#### **Beef Cattle Barn**

7. In November, 1921, the Beef Cattle Barn of the University, the oldest barn on the college farm, was completely destroyed by fire, together with a large quantity of hay and feed. Through the prompt and effective work of an employee of the University and his wife all the animals but one were saved. Because of the age and condition of the building, the insurance we were able to carry on it was entirely inadequate to the construction of a new barn. The animals were housed in barns on the Moscow Fair Grounds during the winter and following summer, but sufficient money was transferred from our maintenance funds to make possible the construction during the summer of a fairly adequate barn, which was opened some weeks ago and is now in regular use.

#### **Lindley Hall**

8. Early in the spring of 1922 it was evident that provision must be made for a large increase in enrollment the following fall. In the estimation of the Board sufficient funds had accrued from the proceeds of Lindley Hall to justify the University, with the concurrence of the Lindley Hall Association, in adding a third story to that dormitory with a more attractive sloping roof. Plans were drawn up and a contract let for this addition during the Commence-

ment meeting of the Board. The work was completed within contract time and rooms for fifty additional men were furnished and ready within a day or two of the opening of the University in September. It is hard to see what we would have done without this additional space, since even as it was extra cots were placed in half the rooms in the Hall, and during the congestion of the first few weeks these rooms had to accommodate three men each instead of two. While this construction work was in progress considerable alterations were made in the kitchen of the Hall to facilitate the boarding of a larger number of men.

#### **Crest Cottage**

9. At the Commencement meeting of the Board the President presented figures showing that beyond a doubt the problem of housing the young women for the coming year was fully as serious as that of the men. The Board determined to make every possible effort to secure additional living accommodations available as early as possible during the next college year. One immediate step was the securing of the old Phi Delta Theta House by long time contract on favorable terms, so that it might be used as an additional cottage for students. During the summer it was repaired and redecorated and connected with the University heating main, so that it is affording at present comfortable and attractive quarters for about thirty University girls. The building is now known as Crest Cottage.

#### **Ridenbaugh Hall**

10. Another immediate step which was taken during the summer for the accommodation of the young women was a rather extensive remodelling of the first floor of Ridenbaugh Hall. By this means the dining room of the Hall was extended to include the entire east side of the first floor and some rooms on the south side which had hitherto served little purpose were fitted up to provide a modern convenient kitchen and a well lighted laundry room. By this means every foot of space in Ridenbaugh Hall is being utilized with the greatest efficiency.

#### **New Halls of Residence**

1. During their session at the University at Commencement time members of the Board were in conference with representative business men of Moscow and presented to them in detail the question of the housing problem for students, emphasizing the idea that dormitories are practically self-supporting and can be made an attractive investment for private capital. They explained further that in the present financial condition of Idaho it seemed best to the Board to rely if possible upon private capital to provide further dormitory facilities, in order that the University might be left free to urge upon the Legislature reasonable appropriations for the educational build-

ings so sadly needed on the campus. The citizens of Moscow were convinced of the truth of these statements, but did not feel able to draw upon their credit or take money out of their business for such buildings, as they had done in the case of Lindley Hall. The Board adjourned leaving the problem in the hands of the Executive Committee of the University, and the Moscow business men began seeking for some plan by which they could market dormitory bonds with such security as would make them attractive to the investing public generally. After numerous conferences, a plan was devised which met the approval of bond dealers in Spokane and coast cities. The citizens of Moscow met and organized the University of Idaho Building Association, selling memberships in this Association at such a figure as to provide the bond dealer's commission on the sale of the first issue of bonds. This Building Association arranged for the issue of \$160,000.00 worth of dormitory bonds in two series. They arranged further for the immediate erection of a dormitory for women to cost, with the grounds, approximately \$100,000.00 and to accommodate 114 students. They announced their intention at the same time of erecting later another dormitory of equal capacity and size for young men, and secured the ground on which to erect this. The Board of Regents entered into contract with the Building Association to lease and eventually purchase this building as a dormitory, pledging such semi-annual payments as will pay the interest on the bonds and retire them in order within 15 years. The first issue of bonds to provide for the dormitory for women was promptly disposed of. Plans for the building were prepared by order of the Association and approved by the University. Contracts were let September 27, 1922, and the contractor began excavation promptly on October 1. It is hoped with favorable weather that the building may be completed and ready for use by the beginning of the second semester in February, 1923, and may afford immediate relief in the housing of University girls. By the time the dormitory for men is ready next September there will be sufficient demand for rooms to fill it immediately.

It should be noted that in purchasing a site for the new dormitory for women the Building Association came into possession of a fairly commodious cottage in good repair which could accommodate about twenty girls. This building was rented for the time being to a local sorority and is helping us to that extent in meeting our housing problems.

### VIII. BUILDING NEEDS

With the success of the dormitory building program of the University of Idaho Building Association now practically assured, it appears that the housing problem at the University, which has been a source of increasing worry with the increase in enrollment, has been solved. This does not mean that the two dormitories now projected

will take care of our students for any great length of time. More students may be expected year after year for a considerable period of time, but in proportion as the present plan of the Building Association is successful and its bonds in demand it will be increasingly easy to finance other dormitories on the same general basis. All of this will be done without an appeal to the state and without any drainage on public funds. Students pay for their board and lodging as they go, and however limited the accommodations of a college town, private money may be profitably invested in housing facilities for students.

The immediate need of the University, which must be driven home to the minds of the people and their representatives in the legislature is the need for additional educational buildings in which the regular routine work of the University classes may be conducted. In the biennial report of the University presented two years ago it was pointed out that a careful survey of the needs of the several departments based on the number of students then enrolled indicated a demand for approximately 16,000 additional square feet of floor space. This survey took account of the new south wing as being then available. Since it was presented not a foot of available floor space for class room purposes has been added by any of our building operations. Our enrollment, however, in the two years that have passed has increased by almost exactly 400 students, and it is difficult to see, with all the crowding and congestion now found about our buildings, how any further leeway can possibly be secured.

#### **New Science Hall**

For a number of years the Board of Education has felt that the most immediate and economical way to relieve crowded conditions in University buildings would be to erect a new Science Hall, which might have transferred into it various science departments now scattered through several buildings. This would afford additional space in all these buildings for the much needed expansion of other departments, and at the same time would provide for major sciences, such as Chemistry, the modern, well ventilated, well lighted type of laboratory which we so grievously need. It would be poor economy for the state to erect a cheap second-rate building for this purpose and have it deteriorate and become useless in a few years. The Board of Education two years ago asked the Legislature for an appropriation of \$200,000 to erect and equip a modern Science Hall. With the addition of 400 students since that time, almost everyone of them carrying one or more laboratory courses, and with the prospect of as many more added to our numbers in the next two years, we are compelled to urge this request all the more strongly at the present time, asking that the total appropriation to complete and equip the building be considerably higher than the amount originally asked for.

Students are coming to the University of Idaho in increasing numbers unless we refuse them admittance. It behooves the state to see to it that we neither turn them away or disappoint them with inadequate facilities for instruction.

#### **Armory and Gymnasium**

Next to our need for a Science Hall and almost equally important with it, I would urge attention to the hopelessly crowded conditions in the University Armory and Gymnasium. Colonel Chrisman, in his report for the Military Department calls attention to the need of additional room for the activities of his department. He has been informed, indeed, that the handicap under which he is working is giving grave concern to the General Staff of the U. S. Army in charge of the R. O. T. C. Our battalion can have little hope, we are told, of being ranked in the honor group unless better housing facilities are provided. Professor Mathews of the department of Physical Education calls attention also to our inability to conduct proper class work in the department or to conduct the corrective exercises so badly needed because of lack of space. The Armory and Gymnasium was erected in 1904 when the enrollment of the University included less than 200 college students. With 1200 or 1300 on the campus daily it is painfully inadequate. Moreover it is badly out of repair, the entire basement with shower rooms, locker rooms, and the military storage room being in a dilapidated condition. We have hesitated to spend money on this building or on Lewis Court, adjoining it, until we felt that enough was available to make some real improvements and put the buildings in something like a satisfactory state. We should have not less than \$25,000.00 available at once for this purpose which would go a considerable distance in making more habitable what we have, even though it would not provide the additional space so badly needed.

Idaho is now one of the few state universities not equipped with an adequate swimming pool and not insisting upon instruction and practice in this sport. Means must be found in the near future of providing something of this kind either in a new building or in an adequate addition to the present one.

#### **Additional Boiler**

A minor item of permanent improvement which is of immense importance is the need of an additional boiler in the Heating Plant. As indicated above we have found opportunity in one way and another of extending our plant very materially in the last two years. We have the additional need of heating the two new dormitories within twelve months of this date. It cannot be done with the present plant, and an additional sum, approximately \$12,500.00, must be set aside for this purpose in order to utilize the new buildings.



### **Women's Building**

This by no means completes our immediate and pressing need for buildings and is proposed only as a temporary measure of relief. We are greatly hampered for want of an adequate Women's Building, in which we may develop separate gymnasium facilities for girls, into which we may transfer the work of the Home Economics department, and which may serve also as a social center for the women of the University. Approximately one-third of our students at any one time are girls, and we are extremely anxious that they receive every care and consideration which is due them. It is our hope that the club women of the state may soon take upon themselves the promotion of such a building in order that the girls at Idaho may have some such provision for them at their state University as have those of Oregon and other western states.

### **Agricultural Building**

We cannot afford to postpone much longer the erection of a further new and commodious building for the College of Agriculture. Morrill Hall, where it is now housed, is not a large building; and offices, classrooms, and laboratories are crowded together here in corridors on stair landings and under the roof, in a way that handicaps seriously the effort that is being made to promote the agricultural interests of the state. A new Science Hall will afford only slight relief to this congestion and more constructive measures must be taken at the earliest possible opportunity.

### **Other Building Needs**

The present quarters of the Library can be regarded as only temporary so that a need is being felt already for a separate fire-proof Library and Museum Building, which will be a credit to the state. The small frame structure, once the office of the University greenhouse, and now slightly enlarged into the Music Building, is no longer adequate to meet the growth in that department. We were compelled this year to rent an additional private house near the campus to provide further class and practice rooms for Music. Such crowding cannot conveniently take place in buildings used for college classes. Some means must be found to take care of this phase of our work. With the rapid development of our courses in Dramatics, the most satisfactory arrangement would be a small Fine Arts Building, located on the present site, and including a small auditorium in addition to classrooms and studios.

### **Building Program**

The statement of these building needs emphasizes again a familiar subject in University reports, the need of a permanent building program and some arrangement by the state which would make a fixed sum of money available each year for building operations. In

practically every report of the University during the past thirty years I find the need of a permanent building program emphasized. In the earliest years of the University's history, buildings on the campus were provided for by an annual millage tax, which was later discontinued. I would respectfully urge upon the Board the consideration of this matter and ask that they weigh carefully the advisability of asking the Legislature to adopt the principle of a regular millage tax for building operations in the educational institutions of the state.

#### **IX. FINANCIAL REPORT**

I refrain from submitting a financial report at this time inasmuch as a complete audit of the receipts and disbursements of the University is now being made and will soon be available. This audit will include a report on the receipts and disbursements of the University for the first 18 months of this biennium. This, with a supplementary report which will be furnished, will give a complete financial history with the transactions of the University for the biennium.

#### **X. AN IDAHO INSTITUTION**

In conclusion I would emphasize what I regard to be the fundamental purpose of the University, namely to be of the highest educational service to all of Idaho. The entire staff of the institution is united in the conviction that the University is and will continue to be the largest factor in the state in developing a unification of interest, a state consciousness, and a state pride. Under the Idaho system of educational control, which is respected throughout the country, the University is in a peculiar way linked up with the best interests of the entire school system of the state. All state institutions of higher learning in Idaho have a common basis of entrance requirements which conform exactly to the high school curriculum in effect throughout the state. Courses in the other state institutions are so arranged that students after two years of study of college grade in the normal schools or the Technical Institute may transfer without loss of credit to the University to work for a degree. Many students are coming to us annually from these institutions. At present the faculties of the various University divisions are at work on a plan of co-operation with the endowed colleges of the state which will enable their students to transfer to the technical courses of the University after having carried in these other colleges the fundamental subjects which form the pre-requisite to advanced technical work. It is our united endeavor that the education of Idaho be developed as one great co-operative system, without friction or rivalry, and serving for the best interests of the state at the least possible expenditure. Our interest is in Idaho, in the young men and women of Idaho, and in the promotion of education throughout the state so as to enable us to make the most of the life we live here.

Conspicuous in this connection is the vital interest of the University at present in the history and traditions of the state. Attention has been called earlier to the increased attention to historical research in University classes and to our effort to build up here a collection of source material for local history which may be of great value to students and to the public. This year the entire institution is uniting its efforts in the preparation of a large historical pageant written by students, and to be acted by students next Commencement, utilizing the raw material now being assembled by our history classes, and making it so vital and attractive to the entire public that there may be instilled into all hearts a deeper appreciation of the development of the great Northwest and a more genuine love for Idaho as a state.

I wish to use this opportunity to express my deep obligation to the Commissioner of Education and to all members of the Board of Education for their indulgence during my period of adjustment, their hearty co-operation in all the interests of the University, and their tireless effort and sacrifice in its behalf.

Respectfully submitted,

A. H. UPHAM,

President.

## DEAN OF THE COLLEGE OF LETTERS AND SCIENCE

### *To the President:*

As Dean of the College of Letters and Science, I beg to submit the following report:

During the past two years this college has had a marked increase in enrollment as shown by a comparison of figures for the past four years:

1919-1920 .....	504
1920-1921 .....	528
1921-1922 .....	614
1922-1923 .....	643 (at end of 3 wks.)

This increase in enrollment does not, however, represent the additional burden due to increases in the other colleges and schools of the University. Each of these has a large part of its fundamental work done in the College of Letters and Science and there are now over one thousand (1000) students enrolled in the English department, about nine hundred (900) in the department of Economics, Political Science and Business, and over six hundred (600) in the department of Modern Language. The laboratories in all science departments are crowded to full capacity. Especially is this true in Chemistry, where it is possible to take care of the students only by running sections in the laboratory during the evening.

The greatest gain has been made among those who intend to major in Business, and here as elsewhere, students are leaving courses preparing them for scientific work, teaching, engineering, and agriculture in order to prepare themselves for a business career. Some concessions have been made in the Bachelor of Arts curriculum in order to allow these students to begin their major work during the first year, but it seems advisable in the near future to separate these students more completely from others in the college and allow them new curricula with a different degree. A complete separation from the College of Letters and Science appears to me at present unwise, as the demand for students in this field must soon be satisfied and in a few years a large proportion of these prepared for business may seek employment in other fields. For this reason the more conservative policy of the older college should have its part in maintaining a broad cultural and disciplinary program.

The University suffered a very considerable loss at the end of the first year of the biennium, due to the resignation of Professor E. M. Hulme, Dean of the College of Letters and Science and head of the History department. Professor Hulme had been associated with the University for many years and was highly thought of both as a scholar and teacher. The number of changes upon the faculty however, during the past two years has decreased very decidedly, and with this has come a feeling of stability and permanence which has increased to a very noticeable degree the efficiency of the teaching force. There is now an increased loyalty to the University and a greater willingness to co-operate for the general good. Not for years, if ever, have Freshmen been started on their college career under better auspices. Let us hope that this spirit may continue with increasing strength.

The faculty of the college now hold regular monthly meetings at which many problems are discussed and in which all members of the teaching force are invited to participate. Some changes have been made in the administration of the college during the past year and at present much more individual attention is given the student than in the past. An attempt has been made to raise the standards of scholarship, without, however, eliminating students until after consultation and an attempt to help them out of their difficulties; sufficient warning of the student and his parents and a probation period of sufficient length. Some attempts are also being made to encourage the student of more than average ability and we hope further development may be made along this line during the next few years. The enrollment of the college is now sufficiently large so that more than ever before we feel that this is no place for the boy or girl who does not want an education, but merely wishes to enjoy the social or other advantages offered by the University and avoid the necessity of work at home. The curricula of the college are sufficiently broad to allow a wide field of selection but also contain exacting require-

ments, which should be strictly enforced. Curricula which would give the student a chance to avoid these requirements without others of equal vigor would at once become popular, but would greatly decrease the benefits derived by the students as well as lower the standard of scholarship in the institution.

The chief business of the college is teaching, but at the same time much activity is found outside the classroom, in extension courses and lectures, commencement addresses, committee work, and papers before scientific, historical, classical and educational associations. Much aid is given to teachers throughout the state along many lines. In addition nearly all departments are engaged in some research work, hindered oftentimes by lack of room and equipment, but much is being accomplished and many important publications appear each year from different members of the faculty.

### Needs

The needs of a growing institution are always great and at present the necessity, first, is for more room. It is impossible to increase our enrollment or even continue with what we have at present for any length of time, without a new building, and this will be filled to capacity as soon as ready for class-room and laboratory work. A liberal provision should be made for equipment of laboratories to care for increasing numbers of students, replacing old apparatus and purchasing new equipment. Allowance for research should also be considered of vital importance.

One of the greatest needs is a liberal provision for the Library, especially for the purchase of bound sets of periodicals, both for Arts and Sciences. Several thousands of dollars might well be spent here on these alone, and would greatly increase the efficiency of the library. Bound volumes of a few more of the most important journals should be obtained from an early date so that some research could be carried on. As an illustration, the Philosophical Magazine would serve every Science department of the University; from one to two thousand dollars would be well spent on this journal alone.

The departments of History, Modern Languages, and Latin and Greek are in need of a liberal allowance for books, charts, and maps. The Botany department should have more laboratory space and a green house at its disposal. The chief need of the department of Mathematics is complete sets of important mathematical journals, American and foreign, and a large number of the best treatises covering the various fields of mathematics.

M. T. ANGELL,

*Dean of College of Letters and Science.*

## DEAN OF THE COLLEGE OF AGRICULTURE

### *To the President:*

The past two years have been ones of severe trial for the farmers of Idaho. When deflation came in 1920 agriculture was first and most severely affected. The cropping system developed during the emergency period of the World War and followed subsequent to the close of the war was not well adapted to assist farmers through a period of depression. Many farmers became greatly discouraged and many recognized the necessity of a revised program of farm operation.

This situation brought many problems to the agricultural faculty. Help was solicited in re-establishing diversified practice and calls came for advice regarding the best means of meeting the problems of the period of depression. There was wide-spread and insistent demand for assistance in the complicated and critical situation met in marketing the products of the fields, orchards and ranges of the state. Every effort was made by the teaching, station, and extension workers to render constructive advice and material aid. A conference of the entire College staff, with the exception of the county agents, was held at Moscow in December of 1921 for the purpose of developing definite plans for rendering service to the farmers and farm home interests during 1922. This conference resulted in the formulation of definite plans for the following year's work and the announcement of a policy recommended for guidance in developing Idaho agriculture, entitled "An Agricultural Creed." This creed consisted of eight articles, as follows:

1. Immediate and permanent success in Idaho farming is not to be secured through panaceas.
2. The largest measures of permanent success will come in Idaho with a more general adoption and maintenance of a diversified and self-contained policy in farm operation.
3. Stability in production is necessary for successful farm operation.
4. Geographical and other environmental factors render advisable the general policy in Idaho of producing for market in a concentrated form.
5. High yield and high quality products mean increased return and are essential factors in Idaho farming.
6. A stable and successful agriculture demands efficient and quality farming.
7. Home-making, rather than exploitation, makes for success in farming and for good state citizenship.
8. Much of the present condition is not chargeable to agriculture; the farm, therefore, offers as good a proposition in the future as it has in the past.

Some misunderstanding arose during the past year regarding the college function with reference to marketing, particularly in regard to the responsibility of college men in encouraging and helping organize associations for co-operative marketing. In order to set forth the college function in this regard there was prepared and delivered by the Dean of the College before the annual meeting of the Idaho Seed Growers' Association held at Idaho Falls in January, 1922, a comprehensive statement of policy. This policy has been used by the College of Agriculture during the past year. There was emphasized at that time the two-fold function of teaching and investigation, both constructive educational processes.

While the organization and direction of marketing agencies are not properly functions of the state's college of agriculture, there remains the distinct responsibility of educational service in the economic field. The young men taking collegiate courses should have access to wise instruction in farm economics, farm organization, marketing, farm management and related subjects. Provision for a trained man to be employed one-half time for teaching and one-half time for research was contained in the budget proposed for the College of Agriculture two years ago. This request is again presented and its importance is even greater today than when first made. The College is not prepared to handle the economic side of agriculture as well as are most of the agricultural colleges of America. The Bureau of Agricultural Economics of the U. S. Department of Agriculture has agreed to make an allowance of federal money to assist in the investigational side of this work.

The teaching of agriculture in the College has been effective. Approximately one-third of all of the graduates are engaged in farming. The other graduates are rendering service in a wide variety of fields, and are demonstrating those qualities of leadership that are expected of college men. A graduate of the class of 1913, who earned his own expenses while in college, now owns and operates an irrigated farm near one of the largest cities in the state, and in connection has a fine dairy herd and a well-equipped plant for city delivery. He is regarded as one of the Idaho authorities on dairying. Several graduates of the College are recognized among the best western judges of live stock. Other graduates in agriculture have made considerable success in teaching, in constructive service to pure-bred record associations, in the U. S. Department of Agriculture, in college and experiment station employment and elsewhere in public service. Each year the College is called upon to recommend for positions in agricultural fields more men than it graduates. The teaching of agriculture has improved remarkably during the past few years and must of necessity continue to keep pace with the increasing complexity of farming and the improvement in farm practice. The state expects that there be maintained an aggressive and adequately equipped College of Agriculture with a faculty select-

ed to handle effectively the problem of present-day agriculture. There already has been mentioned the vital need of the introduction of courses dealing with farm economics. In addition, there is needed further instructional service in other departments in order that the work in agriculture may compare favorably with that of the other western colleges.

The average attendance in the four-year course in the College of Agriculture during the three years 1915 to 1918, was 76. The enrollment last year was 199. After making allowance for the returned soldier students, who are registered as "specials," there is a large increase in the number of students to be handled by the college faculty as compared with five years ago. There has been, however, no increase in the faculty in that time. In the department of animal husbandry indeed there has been a decrease, two men now handling the work done formerly by two full-time teachers and one half-time teacher. In addition to the instructional work demanded of the teachers in all departments there must be taken into account certain outside calls. The instructors in animal husbandry and dairy husbandry have large herds to supervise. All of the departments have extensive correspondence that must be cared for. There are many calls to attend and address public meetings.

You are well aware of the necessity of strengthening our work in irrigation as it relates to the agriculture of Idaho. Some of the other western colleges are better equipped in this field, and there is a feeling throughout the state that more adequate attention should be given to the irrigation side of agricultural development. A request for irrigation equipment and an approximate estimate of cost of a laboratory for irrigation purposes will be found in the budget submitted for agricultural engineering. M. R. Lewis, appointed this year to the position of associate professor of agricultural engineering, comes well equipped to take leadership in irrigation and drainage in their relation to agriculture.

During the past two years there has been great interest manifested throughout the state in the extension of dairy farming. So general has been the belief in the value of dairying to Idaho that state, county and city officials, commercial clubs and other organizations have interested themselves in the campaign for the extension of dairy husbandry in the state. The result has been more numerous calls for extension service and an increase in the registration in the dairy courses in the College. This increased registration brings a greater responsibility to the instructors in dairy husbandry, and makes necessary the purchase and installation of new equipment in order that these students may receive proper instruction. The College is fortunate in having a Holstein-Friesian herd of outstanding merit. Among the cows is the state champion of Idaho, Idaho Violet Posch Ormsby, bred and owned by the College, having an official rec-



ord for one year of 21,379.3 pounds of milk and 805.91 pounds of butterfat. Special attention has been given during the past year to this Holstein herd, and as a result ten state records have been broken by cows from this small herd. Previous to this year, only one cow has produced over 1000 pounds of butter in one year and only one had produced over 20,000 pounds of milk in one year. There is a prospect that six or seven cows will this year complete records above the total indicated. The Jersey herd is not of the same high standard as characterizes the Holstein herd. A Jersey bull of outstanding merit and some females should be added to the herd at an early date. There has been some feeling on the part of several breeders of Guernsey cattle in Idaho that a small herd of Guernseys should be added to the college equipment.

The processes of dairy manufacturing have been revolutionized during the past few years. Much of the equipment now available for teaching dairy manufacturing to our students is of a type no longer used in modernly equipped dairy plants. Among the pressing needs for efficient instruction in dairy manufacturing are a good churn, pastuerizer, cheese presses, hoops and molds, mixing vat, homogenizer and hardening room for ice cream making, equipment for laboratory practice in market milk instruction and additional equipment for the testing laboratory.

During the period of depression many of those farmers who had devoted attention to dairying and poultry raising were quite successful in tiding themselves over the lean years. In addition to special attention to dairying, as before indicated, there has come a marked increase in the interest in poultry raising. The head of the Poultry department in the College has been required to spend considerable time in the field in rendering aid and assistance, particularly to those just starting in the raising of poultry, and a mass of correspondence has required his time. There has been an increased interest on the part of students. The present poultry buildings and equipment are crowded into small space, and the plant is inadequate to meet the needs for poultry teaching and investigation.

I am glad to report a very great interest on the part of students in the courses in agricultural education. Those students who look forward to employment in public service appreciate the opportunity offered in the field of Smith-Hughes agricultural teaching. So far the College has not had enough graduates, specially prepared in this field, to fill the vacancies that have occurred in the Idaho high schools that offer courses in vocational agriculture.

The past year has been a remarkably successful one for the show herds of the College. The dairy cattle exhibit, principally made up of Holstein-Friesians, made notable winnings at the Spokane Interstate Fair, at the Western Royal at Spokane and at the Pacific International Exposition at Portland. Four head of Hereford cattle

made a remarkable showing at the Western Royal, winning, in competition with several large privately owned herds, both grand champion bull and grand champion cow. Among the numerous winnings with the sheep, in competition with some of the best flocks in the west, were grand champion Hampshire ram and grand champion fat wether, at both the Spokane and Portland shows. The Hampshire ram was grand champion as a yearling at the recent Spokane Interstate Fair. The wether, a pure bred Southdown, bred and fitted by the institution, was sent to the International Live Stock Show at Chicago, where he stood third in a class of twenty-seven. The major attraction in the show herd of 1921 was the steer calf, Idaho Sensation. This steer easily won the coveted award of grand champion 1st animal at the Western Royal and at the Pacific International and was sent to the International Live Stock Exposition at Chicago. In a close decision at Chicago he stood second in a class of twenty-nine Hereford calves representing some of the largest privately and college owned herds in America.

Early in 1922 scholarships to assist young men in Idaho to secure college training in agriculture were announced by President C. R. Gray of the Union Pacific Railway Company. The official statement of President Gray is as follows: "The Union Pacific System offers the boy between sixteen and twenty-one years of age ranking highest in the Boys 'and Girls' Club work for the year 1922 in corn, sugar beet, potato, wheat, pig, calf, or sheep projects, in each of thirty-nine counties of Idaho, a \$75.00 scholarship in the College of Agriculture, or the School of Practical Agriculture, of the University of Idaho. In addition, the Union Pacific System will reimburse the student for railroad fare from his home to Moscow, Idaho, and return, over its lines."

The first award has been made to Calvin Pease of Washington county. The other awards for 1922 will be announced at an early date.

A plan for rendering assistance to agricultural education has just been announced by the Northern Pacific Railroad through Mr. E. F. Benson, manager, department of immigration and industry. The Northern Pacific Railroad Company will furnish free transportation to student teams of five from each Smith-Hughes high school in Northern Pacific territory to Moscow and return for special training and judging contests to be held under the direction of the College of Agriculture. The high school winning first in live stock judging will have transportation furnished for three men to the Western Royal Livestock Show at Spokane and to the Pacific International Livestock Exposition at Portland, in order that this team may have the privilege of visiting these shows and of taking part in livestock judging contests to determine the Smith-Hughes high school championship of the Northwest.

There has been no material addition to the College Farm for a period of something like twelve years. In the meantime the student body has increased to a marked degree, and the livestock, agronomic and other field work have developed to the present proportions from the small nucleus of a decade ago. The land available at present does not permit of using proper rotation. There has been no summer fallow on the farm for something like ten years, as it has not been found necessary to use the summer fallow practice. The inadequacy of land, however, has made it necessary to crop certain fields continuously rather than use such rotations as accord with good farm practice. The pasture land is so restricted that the charge for feed purchased is very greatly increased. The department of agronomy is seriously in need of land to use in increasing the desirable varieties of grains and forage crops so that sufficient amounts may be grown to permit of their distribution among the farmers of the state. The increase of desirable varieties is one of the important phases of agronomic work in many of the leading agricultural colleges of America. The department of poultry husbandry, as has been indicated, does not have enough land to properly handle its work. During the past year the young stock and adult birds were badly infested with parasites, due to the fact that there has not been sufficient range for running the growing stock. Especially in those years producing less than the maximum yield of crops, there is not sufficient land for the growing of the silage crops to maintain the livestock herds. The need, therefore, is for the addition of from 100 to 200 acres of land.

I know that I need not dwell upon the overcrowded condition of Morrill Hall now used for housing the teaching and station workers in agriculture. The laboratories are no longer adequate and there are not enough classrooms. From two to three people are forced to occupy small offices that are suitable for one person only. There is needed a modern building of sufficient size to accommodate offices, classrooms and laboratories, and to provide other facilities for the work in agriculture.

The work of the faculty of the College of Agriculture has been of a high order during the biennium. These men have had heavy teaching schedules and, in addition, they have had to find time to meet outside calls to address public meetings, judge grains, livestock and fruits, and render other service to the various communities of the state. The present University salary scale makes no distinction between those employed on a twelve-months basis as compared with those employed on a ten-months basis. The work required of the various departments of the College of Agriculture is such that some of the men are not able to take advantage of the one-month's leave allowed for vacation. I respectfully recommend special recognition of the extra time and service rendered by those employed and paid on the twelve-months plan.

A separate report is rendered of the work of Agricultural Experiment Station. A separate report for the Extension Division has been prepared by Director L. W. Fluharty and is submitted herewith.

Respectfully submitted,

E. J. IDDINGS,

Dean.

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## DEAN OF THE COLLEGE OF ENGINEERING

*To the President:*

The Engineering College, with its four-year courses in preparation for the professions of civil, electrical, mechanical and chemical engineer respectively, has had a satisfactory attendance for the biennium now closing. The number of students enrolled in the college for the year 1921-1922 was 123. For the current year the number up to October 7th is 119. These numbers should be compared with 92 for 1919-20 and 86 for 1920-21.

The notable feature of the distribution of registration within the college this fall is the continuation and intensification of the drift into Electrical Engineering. Two-thirds of the Freshmen have declared themselves as proposing to take this course. Unquestionably this reflects the widespread popular interest in radio communication and the introduction of instruction in this subject into the high schools.

While the popularity of Electrical Engineering is just now excessive, and will doubtless not continue to increase at its present rapid rate, the problem of providing apparatus for the large classes of this department is an acute one. The recent growth of students in this department is as follows.

1920-21	1921-22	To Oct. 8th, 1922
35	55	72

As students of each of the other three Engineering curricula take at least one laboratory course in this department the need for greatly expanding the Electrical laboratory facilities is apparent. With this end in view there have been added to the equipment during the past biennium, sixteen meters, two speed indicators, an alternator, a street lighting transformer, a high tension transformer and a photometer at a cost of nearly \$2000. Since the funds available have been necessarily used for the above foundational equipment the rapidly increasing demand for a radio laboratory could be only imperfectly met. The budget request of the department for the oncoming biennium is fully justified and the equipment desired sorely needed.

The increase in the number of students taking Freshman subjects taught by the Civil Engineering Department has necessitated

the provision of an additional instructor in this department with the beginning of the current semester. On account of a similar growth in the enrollment in the Sophomore class in Surveying \$800 has been spent during the past year in providing an indispensable increase in surveying instruments.

The Road Materials Laboratory is a part of the equipment of the Civil Engineering Department. It was provided by the legislature of 1919-20 at a cost of \$3000. For a part of the past biennium it was supported on a 50-50 basis by the University and the State Bureau of Highways at a yearly expense of \$2400. On account of lack of funds the Bureau of Highways withdrew from this cooperation September 1st, 1921, since which time the entire cost of operation has been borne by the University.

On account of the delay in marketing the bond issue for highways, the program of the State Bureau of Highways was so much curtailed that the state work coming to the Laboratory the past year was much less than expected. For the two years from October 1st, 1920, to October 1st, 1922, the numbers of samples tested at this laboratory were as follows:

	Cement	Sand Clay Gravel	Rock	Bitumen Bitum Surface	Culvert Pipe	Misc.	Total
For State High- way Officials.....	163	167	38	16	29	9	422
For Others .....	195	29	11	9	2	0	246

The value of this work in securing economy and safety in the expenditure of the large sums going into highways, is too apparent to require argument. There has been some talk of duplicating this work at the State House in Boise. In the writer's judgment this would be a great mistake. There are many reasons why this testing work should be done at the University.

1. It can be done with greater economy here than elsewhere since such a laboratory is a necessary part of the equipment of the Civil Engineering Department, and is already established and in operation. The provision of a second laboratory would be unnecessary duplication of equipment.
2. Its operation will cost less at the University than elsewhere because some work of instruction can be combined with the routine work of testing to the mutual advantage of both and lessening of the cost.
3. Work done at the University has the great advantage that it is there more readily kept free from any suspicion of undue influence.
4. Often the nature of the work calls for the cooperation of scientific or engineering personnel and equipment,—only to be found at the University.

The financial stringency which obtains in many parts of the State causes hesitation in calling attention to needs for State expenditure, no matter how imperative they may be. This very financial condition, due as it is mainly to depression in agriculture, the

main industry of our people, emphasizes the essential importance of introducing and fostering manufacturing and chemical industries throughout the State, to afford markets for our agricultural products and broaden the basis of our prosperity. The experience of the Middle West teaches that this can be done, more particularly as we have vastly greater water power resources than that region possessed.

But to establish successful manufacturing enterprises, leaders are needed with sound scientific and engineering training, joined to special aptitude in making practical application of their knowledge. The College of Engineering should be equipped to develop such men. The Department of Mechanical Engineering greatly needs additional equipment to meet the growing demands upon it by its students. I urge liberality in consideration of its needs as one measure tending to prevent such a financial condition as we are passing through at present.

For a similar reason I repeat my request for the provision of an Industrial Laboratory for the students of Chemical Engineering. The curriculum of Chemical Engineering at the University of Idaho is a thoroughly good one. It is no accident that out of the four living graduates of more than three years standing, three have obtained the Doctor of Philosophy, implying three years of post-graduate study, and are employed in responsible positions by the general government at Washington.

As an instance of the desire of the several departments of the College to serve the general interests of the University and the State, the Department of Electrical Engineering would gladly undertake the construction and operation of a broadcasting station which could reach reliably all parts of Idaho by radio communication. There is a growing demand for this equipment, which would cost approximately \$3000.

Respectfully submitted,

C. N. LITTLE,  
*Dean, College of Engineering.*

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## DEAN OF THE COLLEGE OF LAW

*To the President:*

The present enrollment of major students in the College of Law is sixty-five. These are distributed by classes as follows:

1st year students.....	32
2nd year students.....	18
3rd year students.....	15

The curriculum of the College of Law has been standardized so as to achieve the best ideals of American law school practice. In ad-

dition, the law curriculum still maintains its emphasis upon practical procedure and local statute law. The library contains six thousand volumes of texts, statutes and State Reports. While this is not sufficient for extensive research work, it does serve measurably well the needs of the students of the College of Law and of the local bar.

The next step to be taken to increase the efficiency of the College of Law is to reduce the teaching load of the law professors. The teaching load here is now far above that carried by law professors in the best law schools of the country. It is 50% higher than the maximum fixed as a standard by the committee appointed by the Association of American Law Schools. Three men now carry the entire teaching load in the College of Law. A fourth full time man should be added at the earliest possible time.

In September, 1921, the College of Law was established in its present enlarged quarters on the second floor of the Administration Building. These new quarters give us larger class rooms and library facilities, and make it possible for the first time for students in the College of Law, for students in other departments of the University, and for members of the local bar to use conveniently the law library. This adds a new and increasing burden to the law faculty, and is an additional reason for adding a fourth man to the law faculty.

Respectfully submitted,

O. P. COCKERILL,  
Dean, College of Law.

## DEAN OF THE SCHOOL OF MINES

*To the President:*

The biennium 1921-22 has been marked by a strengthening and consolidating of the new School of Mines as an integral and vital part of the University, and by a growing evidence of its recognition both within and without the State as an organization of value and significance.

### Enrollment

There has been a steady growth in enrollment in spite of the discontinuance of the short course work, for which the demand has apparently disappeared. The figures for the present and the preceding biennia, omitting short-course students, are as follows:

Year	Freshmen	Sophomores	Juniors	Seniors	Graduates	Total
1919	11	4	4	0	3	22
1920	9	6	4	7	5	31
1921	15	8	7	4	8	42
1922 (to Oct. 1)	20	7	5	8	4	44

In addition to teaching its own major students, however, the School of Mines through all of its courses and especially through the department of geology is one of the "service departments" of the University as a whole.

This is evidenced by the following figures showing total enrollments in each department:

Year	Mining	Metallurgy	Geology	Total
1919 .....	23	22	180	225
1920 .....	29	28	240	297
1921 .....	54	55	371	480
1922 .....	65	60	402	527

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Figures for 1922 are estimates based upon first semester enrollments.

#### Personnel

I am glad to be able to report that there have been no permanent changes in personnel during the biennium. Messrs. Laney, Kirkham and Elder have, however, had periods of illness or injury during which time Messrs. A. W. Fahrenwald of the U.S. Bureau of Mines staff and A. M. Piper of the State Bureau staff have substituted most acceptably for them, and the thanks of the University are due to these men and to the organizations to which they belong, for the service thus rendered.

#### Instructional Work

The instructional work of the biennium has been satisfactorily carried on and the additional facilities to be discussed presently have added opportunity and incentive for a higher grade of professional training. I desire also to bear testimony to the devoted work and loyalty to duty of the entire faculty of the School.

#### Facilities

By a rather radical re-arrangement of existing floor space provision was made during the biennium for the transfer of the assaying and analytical laboratories and equipment from the so-called Assay Building to the Metallurgical Laboratory. The Assay Building thus released has been converted into a Geology Building providing more appropriately for the classrooms and laboratories of the Geology Department as well as for the Mineral Museum, all of which has been for years in cramped quarters on the top floor of the Administration Building. This change has proven most effective, consolidating the work of the entire school and adding materially to the convenience of instruction and to *esprit de corps* among faculty and students alike.

With the addition of needed facilities in these new quarters the Department of Geology will be in position to adequately meet the demands made upon it for the present.



### **Research Work**

As predicted in my first biennial report the quality and quantity of research work being carried on in the School of Mines, is drawing to the School the attention and interest of the mining profession generally.

This is evidenced by the inquiries for information and requests for publications coming from all over the world, as well as by the tendency—first clearly in evidence this year—for students from outside states and foreign countries to seek instruction at our hands.

The same close co-operation between the U. S. Bureau of Mines, the U. S. Geological Survey, and the State Bureau of Mines and Geology, through the State University as an intermediary, which characterized the previous biennium has been continued. To this fact is of course to be attributed the very healthy condition of our research and investigational work both on and off the Campus.

### **Acknowledgements**

This report would indeed be inadequate if it failed to acknowledge most gratefully the exceptional and splendid co-operation of the mine operators of the State. Without their ever ready assistance and support whatever the School of Mines may have achieved would have been impossible.

To Messrs. F. Burbridge, Jerome J. Day, Stanly A. Easton, James F. McCarthy, Tom M. Owen, Chas. N. Newton, and Rush J. White of Wallace as well as to Messrs. H. H. Armstead and A. H. Burroughs of Talache, thanks are due for courtesies extended during the annual senior trip and at many other times. Thanks are also due:

To Mr. Jerome J. Day for continuation of the Jerome J. Day scholarship fund.

To the Bunker Hill & Sullivan Mining & Concentrating Co., for the co-operative fellowship established for the study of lead slag losses.

To the Star Mining Company, through Mr. Chas. Hussey its secretary, for the gift of the elaborate mine model used in the famous Federal vs. Star Apex litigation.

To Mr. Joseph J. Taylor of Montpelier especial appreciation is expressed for the generous donation to the School of Mines of his mining and geological library and for a handsome cash donation to assist in the further purchase of suitable books.

To Mr. L. K. Armstrong of Spokane for donation to the School of Mines library, a very large number of publications of the Canadian Geological Survey.

### **Future Prospects**

In my preceding report I listed the following requisites to continued success of the School of Mines: (1) financial and administra-

tive support; (2) perpetuation of the State Bureau of Mines and Geology; (3) continuance of the co-operative relations with the U. S. Bureau of Mines and the U. S. Geological Survey.

All of these have been forthcoming. If they can be continued, there is reason to anticipate a satisfactory future.

FRANCIS A. THOMSON,

*Dean, School of Mines.*

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## DEAN OF THE SCHOOL OF FORESTRY

### *To the President:*

The biennium of 1921-22 for the School of Forestry has been one of continuing success, not only of growth in numbers but of increasing activities making for the promotion of forestry in Idaho.

### **Enrollment**

The resident enrollment of students majoring in forestry for the year ending in June, 1922, reached a net total of 75, an increase of over 70 per cent in two years. It is of interest to note the cosmopolitan character of this group of students, 73 of them representing eighteen different states, and two coming from India. To the above should be added 27 students taking work in forestry by correspondence, distributed over sixteen different states, making a total of 102 students in forestry for the past year, which was 10 per cent of the men students of the university. Besides these 102 students majoring in forestry, some twenty more from other departments elected one or more forestry subjects, giving a total of 122 receiving instruction in forestry. The resident enrollment this year to date is nearly one-third larger than it was last year at this time, the increase in the number of freshmen being especially gratifying.

### **Courses for Federal Board Students**

At the request of the Federal Board for Vocational Education, the School is offering this biennium forestry courses designed to meet the needs of men receiving instruction under the Rehabilitation Act. The courses cover two years of nine months each, besides one or in some cases two summers in placement training. The objective of the trainees is primarily the position of forest ranger.

### **Investigations**

It is of course recognized that the training of young men for the profession of forestry is the chief function of the School, and this phase of the work is given first consideration at all times, but in a profession in the making like forestry, the best instruction is possible only when the instructors are given time and opportunity to carry

on more or less research. With this fact in mind the forest faculty keeps constantly underway rather a full program of forest investigations. The more important projects underway or completed the current biennium are the following:

1. A study of the public requirements for keeping the potential forest lands of Idaho in a state of continuous forest production, by F. G. Miller and C. E. Behre in co-operation with the U. S. Forest Service.
2. The possibilities of shelter belt and woodlot planting in Idaho, by F. G. Miller.
3. Movement of lumber prices in the Lake States and the Inland Empire, by C. E. Behre.
4. The stem form factors of western yellow pine by C. E. Behre, J. P. Drissen and J. W. Farrell.
5. A yield table for second growth yellow pine, by C. E. Behre.
6. The availability of western wood oils for flotation concentration, by I. W. Cook and Henry Schmitz of the School of Forestry and Louis A. Grant of the State Bureau of Mines and Geology.
7. Laboratory tests on the relative durability of some western coniferous woods with particular reference to those growing in Idaho, by Henry Schmitz and A. S. Daniels.
8. The toxicity of various fractions and combinations of fractions of coal-tar creosote to wood destroying fungi, by Henry Schmitz.
9. Enzyme action in *Polyporus volvatus* Peck and *Fomes Ignarius* (L.) Gillet, by Henry Schmitz.
10. A possible explanation of certain forest fires of unknown origin, by Henry Schmitz.
11. Concerning the decay of western yellow pine slash caused by *Polyporus volvatus* Peck, by Henry Schmitz.
12. The toxicity of western yellow pine crude oil to *Lenzites saepiaria* Fries, by Henry Schmitz.
13. The toxicity of pyridine and quinoline to wood destroying fungi with special reference to the availability of shale oils as a wood preservative, by Henry Schmitz.
14. The effects of sodium chloride, sodium sulphate and sodium nitrate on the rate of decay of wood induced by wood destroying fungi with special reference to the rate of decay of wood in "alkali" soils, by Henry Schmitz.
15. A survey to determine whether white pine blister rust is prevalent in the Idaho Forests, by Henry Schmitz in co-operation with the Bureau of Plant Industry, U. S. Department of Agriculture.

16. Range reconnaissance methods, by C. W. Watson and W. B. Miller.
17. The Maule reaction as a means of distinguishing between the wood of angiosperms and gymnosperms, by P. D. Sharma.
18. The relative durability of slash-grain and vertical-grain lumber, by P. D. Sharma.

It is very much hoped that the reconnaissance studies of the university timber lands started in 1919, but interrupted the present biennium, can be resumed the coming summer.

#### **Forest Protection Week**

In April, 1921, and again in April, 1922, the President of the United States and the Governor of Idaho proclaimed a week designated as Forest Protection Week, and on both occasions the School of Forestry in co-operation with the Forest Service, State Land Board, and private timber owners put forth every effort to bring home to all classes of people the great necessity of protecting our forests from the ravages of forest fires, urging in particular individual responsibility in this vital problem.

#### **Student Employment**

The School has been particularly fortunate in finding remunerative employment for its students not only for the summer vacations but on the completion of the course. A number of attractive offers were received the past summer after all students had been placed. The summer pay varies from \$70 to \$125 per month, with subsistence in addition in most cases. Now that economic conditions are becoming more settled our graduates find ready permanent employment. A careful canvass shows 70 per cent of the graduates of the School since it was established in 1909 now engaged in some phase of forestry work.

#### **Forest Tree Distribution**

The plan of distributing forest and shade trees to the people at cost is growing in favor, the business having practically quadrupled in the past four years. In fact the demand has exceeded our supply the past two years, and the nursery capacity is being increased as additional grounds become available. "University trees" as they are called by the people are now growing in every nook and corner of the state.

#### **New Building Needed**

The outstanding need of the School of Forestry is a permanent modern building of its own, which shall be adapted to its peculiar requirements. Until adequate accommodations are provided the School will be hampered both in its growth and in its service to the

forestry interests of the state. Meanwhile it is expected that additional space can be given the School in Morrill Hall as soon as a new science hall is provided.

#### **Demonstration Forest**

The way now seems to be open for the School to secure the nucleus of a demonstration forest, and it is expected that definite recommendations on this matter can be made in the next sixty days.

Respectfully submitted,

F. G. MILLER,

*Dean, School of Forestry.*

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### **DEAN OF THE SCHOOL OF EDUCATION**

#### *To the President:*

The School of Education is just beginning its third year of existence as a separate unit in the University. The attendance this year is more than double that of last year. The quality of the students who are preparing to teach is a source of gratification. In the mental tests given last year the students enrolled in the School of Education ranked the highest of any group in the University, and likewise in class standing our students ranked the highest.

There are at present 120 students enrolled in the school, and a large number of students in other schools take courses in education. The total class enrollment in all courses offered by the School of Education is 727. The total number of student hours carried by the instructors is 2307. While nearly all of the classes are large, there is no serious difficulty in handling the students except in the case of psychology. The psychological laboratory is arranged to accommodate 22 students at a time, but in order to handle the students enrolled, about 48 are taken in each section. This crowding interferes greatly with the work, and Professor Barton, the instructor, spends more hours in the laboratory than he should. He has a teaching load of 1277 student hours per week. A larger laboratory would relieve the situation somewhat. An additional instructor will be needed in the near future.

#### **Needs of the State**

The state requires about 400 new high school teachers every year. At least half of these should be supplied by the University School of Education. We should have between 800 and 1000 students in order to supply the demand.

Raising the standard for Idaho public schools has stimulated many experienced teachers to seek further education and many of them are in the University, or planning to come as soon as possible. In a short time this will mean much for the state.

Supplying new high school teachers for the state will always be a large work, but just at present the School of Education is called upon to render a specific service in the way of aiding the teachers, now in service, to prepare themselves for their work in accordance with the higher standard now required by law. The high school teachers of the state who have never completed a college course have shown a very commendable spirit in the way they have started to work to secure a college degree.

#### **Graduate Work**

The tendency in all states is to increase the efficiency of public school teaching. To this end a premium is put upon the possession of the master's degree. In Idaho there is a marked increase in interest in graduate work. Four students have begun already to work for the master's degree in Education, and several others will begin in the second semester.

#### **Faculty Changes**

Since the last biennial report some changes have been made in the faculty. Professor Shank resigned a year ago, and Professor Soulen was made City Superintendent and Director of Practice Teaching, and Professor of School Administration in the University. This arrangement seems highly satisfactory to all concerned. Professor Soulen's familiarity with the work of the University and his acquaintance in the city made it possible for him to do what no one else could. His former position has been filled by Professor O'Gorman, a graduate of Columbia University.

#### **Summer School**

The Summer School makes it possible for teachers to secure a number of credits without losing time from their teaching. Nearly all of our summer school students are persons who are here for that reason. The opportunity is so much appreciated that a majority of those who were here last summer voted to request that the session be extended to twelve weeks.

#### **Non-Resident Instruction**

Last year a plan was adopted by the University to offer non-resident courses. Those who took these courses were nearly all teachers studying to improve themselves while in the service. The secretary of the Committee on Non-Resident Instruction is Miss Bernice McCoy, formerly State Superintendent, and now graduate assistant in Education. This type of work has a distinct advantage in that distance is no barrier.

Respectfully submitted,  
J. F. MESSENGER,  
*Dean of the School of Education.*

## DIRECTOR OF AGRICULTURAL EXPERIMENT STATION

### *To the President:*

The past two years, a period of marked depression in agriculture, have been characterized by more calls for advice and assistance from the Agricultural Experiment Station than in previous years of farm prosperity. The work in the Station is so closely associated with success in farming that its service is in demand at every stage of the growth and development of Idaho agriculture.

On the whole, the Experiment Station has made excellent progress during the biennium. Its work has been partially reorganized for the purpose of centering the activities of its employees on the problems of greatest economic importance to the farmers. Much has been accomplished within those projects that have a direct bearing on the success of general farming, fruit growing, and other specialized agricultural enterprises, without reducing the number of projects that classify as research of a fundamental nature. Several important investigations that have been under way for several years have been completed or are nearing completion.

### Publications

Much data of vital interest to the farmers of the state have been published during the two years. The publications total 25 bulletins and circulars, of which three are bulletins of the newly instituted research series aimed to afford an avenue of publicity for those investigations of a fundamental character. Eight are of the regular bulletin series and 14 are circulars. The bulletins and circulars have been written in popular style and are much in demand by farmers and others interested in agricultural progress. A list of publications follows:

### PUBLICATIONS 1921-1922

#### Bulletin, Title and Author

No.	Bulletin, Title and Author	Pages	Copies
122	Work and Progress of the Agricultural Experiment Station for the Year Ended December 31, 1920, E. J. Iddings.....	64	2,500
123	Preliminary Report on Farm Management in Twin Falls and Latah Counties, Byron Hunter	12	5,000
124	The Codlin Moth in the Payette Valley, L. E. Longley .....	28	6,000
125	Field Peas for Pork Production, R. E. Googwer	8	7,500
126	Tuberculosis of Poultry, C. W. Werkman and William M. Gibbs .....	12	5,000
127	The Measurement of Water. A Hand Book for Ditch Riders and Water Users, W. G. Steward	32	5,000

128	The Farm Septic Tank, J. C. Wooley and W. M. Gibbs .....	20	5,000
129	Work and Progress of the Agricultural Experiment Station for the Year Ended December 31, 1921, E. J. Iddings .....	16	3,000
130	The Eelworm Disease of Red Clover, R. H. Smith .....	16	5,000

#### Research Bulletin, Title and Author

1	The Effect of Available Nitrogen on the Protein Content and Yield of Wheat, Ray E. Neidig and Robt. S. Snyder .....	56	5,000
2	Farm Costs and Relative Profitableness of Seven Crops, Twin Falls County, Idaho, 1919 and 1920. Byron Hunter and S. B. Nuckols .....	24	5,000
3	The Clover; its Biology, Economic Relationships and Control, Ralph H. Smith .....	60	5,000

#### Circular, Title and Author

16	Forest and Shade Trees for Planting in Idaho, Including Price List for 1921, F. G. Miller .....	4	10,000
17	Sugar Beet Top Silage, R. E. Neidig .....	4	5,000
18	Steer Feeding Experiments 1920-1921, C. W. Hickman, E. F. Rinehart, A. W. Johnson .....	4	5,000
19	Lamb Feeding Experiments 1920-1921, C. W. Hickman, E. F. Rinehart, A. W. Johnson .....	4	5,000
20	Publications Available for Free Distribution, E. J. Iddings .....	2	15,000
21	Growing Head Lettuce in Idaho, C. C. Vincent .....	12	10,000
22	Sweet Clover, R. K. Bonnett and H. W. Hulbert .....	16	5,000
23	The Important Orchard Insects of Idaho and Their Control, R. H. Smith .....	8	7,500
24	The Root Maggot of Radishes, Turnips, Cabbage and Related Vegetables, R. H. Smith .....	4	5,000
25	Spider Mites Affecting Orchards and Garden Fruits, R. H. Smith .....	8	5,000
26	Aphids Attacking Stone Fruits in Idaho and Methods for Their Control, R. H. Smith .....	12	5,000
27	Relative Value of Certain Protein Feeds for Egg Production. First Year's Work, 1920-1921, R. T. Parkhurst .....	8	7,500
28	Steer Feeding Experiments 1921-1922, C. W. Hickman and E. F. Rinehart .....	8	5,000
29	Lamb Feeding Experiments 1921-1922, C. W. Hickman and E. F. Rinehart .....	8	5,000



*Journal of Agricultural Research*, Vol. 20, No. 2, 1921, Sunflower Silage Digestion Experiments with Cattle and Sheep, Ray E. Neidig, C. W. Hickman and R. S. Snyder.

*Journal of American Chemical Society*, Vol. XLIII, No. 4, 1921, Ray E. Neidig and R. S. Snyder. The application of the Van Slyke method to hydrolized protein extract of silage crops.

*Phytopathology*, Vol. 11, Page 149, A Modification of the Concentrated Formaldehyde Method of Seed Treatment, C. W. Hungerford.

*Phytopathology*, Vol. XII No. 2, March, 1922, Leaf Roll, Mosaic and Certain Other Related Diseases in Idaho, C. W. Hungerford.

*Phytopathology*, Vol. XII, No. 7, March, 1922, The Relation of Soil Moisture and Soil Temperature to Bunt Infection in Wheat, C. W. Hungerford.

*Soil Science*, Vol. XIII, No. 4, April, 1922, Effect of Tree Products on Bacteriological Activities in Soil. Ammonification and Nitritification. William M. Gibbs and C. H. Werkman.

Two reports have been published, Bulletin 122, covering the work of the year preceding this biennium, and Bulletin 129, reporting the work of 1921. A report will be published and ready for distribution early in January, 1923, dealing with progress in investigation during the calendar year 1922.

#### DATA FROM 1920 CENSUS

During the biennium the reports of the 1920 Census were made public and showed remarkable development of Idaho agriculture. In size Idaho ranges with the very largest states of the Union. Its area is nearly as great as that of Pennsylvania and Ohio combined, or the total acreage of Scotland and England. In 1920 there were 42,106 farms in Idaho. These contained 8,375,872 acres of which 53.9 per cent, or 4,511,860 acres, were improved land. Of the improved land, 55.2 per cent, or 2,488,806 acres, were irrigated. The above figures, when compared with 1910, show that substantial increases were made. In ten years the number of farms in the state increased 36.7 per cent, or 11,299. Land in farms increased 58.5 per cent, or 3,093,269 acres. Improved land in farms increased 62.4 per cent, or 1,732,940 acres. Irrigated land increased 73.9 per cent, or 1,057,958 acres.

The total value of all farm property in the state, namely, land, buildings, implements and machinery and livestock, totaled \$716,137,910.00 in 1920 and only \$305,317,185.00 in 1910. This represents an increase in ten years of \$410,820,725.00 or 134.6 per cent. In 1909 the value of farm crops produced was \$32,880,915.00. In 1919 the total was \$126,492,411.00 an increase of 285.0 per cent. The irrigated area of Idaho has increased more than ten fold in the period 1890-1920; from 217,005 acres to 2,488,806 acres. The number of irrigated farms has increased in the same period from 6,603 to 42,106; the value of land and buildings per farm from \$2,640.00 to \$13,811.00; value of farm property in the state from \$25,857,530.00 to \$716,137,-

910.00; and the value of farm products from \$3,848,930.00 to \$126,492,411.

#### STATE-WIDE SERVICE

The rapid growth of the state's agriculture, the increasing diversification of farm practice, and the introduction of specialization of certain fields have called for increased service from the Agricultural Experiment Station. Funds have been available during the biennium to meet only a part of the calls for experimentation. An effort has been made in directing the work of the Station to plan and assign projects to take care of the most important problems. The various departments were requested to survey their respective fields and adapt their activities to meet the most pressing needs. In attempting to be of the greatest service to Idaho as a whole much of the Station activities have been carried into the field. Four substation farms are maintained, as follows:

Aberdeen Substation, at Aberdeen, 80 acres.

Caldwell Substation, at Caldwell, 320 acres.


High Altitude Substation, at Felt, 200 acres.

Sandpoint Substation, at Sandpoint, 170 acres.

Additional points of contact with agricultural problems have been established through temporary field stations. The advantage of the field station is in its mobility. When work is completed at a field station the equipment and temporary shelter may easily be transferred elsewhere. In some cases, where investigations are conducted away from Moscow, a minimum of equipment and no erection of laboratory or office structures are required. The agricultural field studies that have been conducted during the past year are as follows:

Experiments with the leaf-roller near Post Falls; tests with orchard fertilizers near Coeur d'Alene; peat soil studies on the Pritchard farm near Sandpoint; spraying experiments in the Lewiston Orchards; studies of tomato and vegetable production under irrigation and the investigation of tomato blight near Lewiston; investigations of the leaf-roll and mosaic of potatoes at Parma; dusting experiments for the control of alfalfa weevil and co-operative studies with the U. S. Department of Agriculture on the eel-worm at Parma; investigation of the methods of control of the false wireworm at Rexburg; experiments with potato diseases at Ashton. In addition, members of the Experiment Station staff have been fortunate in establishing co-operative agreements with county agents which have permitted methods that promise success under laboratory conditions to be tested on a larger scale in the field. This whole program of Experiment Station service has been carried on during the past two years at low cost and with every assurance of rendering valuable service to Idaho.

The Station mailing list has increased year by year, and the list to date contains the following:



Residents of Idaho.....	11,800
Residents of other states.....	3,200
Foreign .....	200
Total .....	15,200

#### **BRIEF SUMMARY OF RESULTS OF INVESTIGATIONS**

All of the work in the Agricultural Experiment Station is organized on a project basis. Each piece of work in progress at the present time is conducted according to a written plan, a copy of which is on file in the Director's office, a copy prepared for the project committee of the station, and one or more copies for the use of those conducting the work. A list of the projects will be found in Bulletin 129, published under date of January, 1922, a copy of which is submitted herewith. A few changes have been made in the list of projects since the publication of this bulletin. A brief summary of the work of the various departments and of the substation farm follows.

##### **Agricultural Chemistry**

The silage studies of the department of agricultural chemistry have produced definite information regarding the composition of various silage crops, their nutritive value and ease of storage. The tolerance of crops for alkali has been studied during the past two years and the determinations have dealt with the sensitiveness of the various crops to alkali salts. A large number of analyses were made on sugar beets grown at the Aberdeen Substation in connection with sugar beet improvement investigations. The data collected as a result of the study of the effect of available nitrogen upon the protein content of wheat have been published in Research Bulletin 1. In addition to its major projects, the department is co-operating with several other departments in the investigations requiring chemical determinations.

##### **Agricultural Engineering**

The chief activity of the department of agricultural engineering has been in assembling data, and the publishing of the same, dealing with the construction of septic tanks, and in the study of mechanical devices for the distribution of dust poisons in the control of alfalfa weevil. R. B. Gray, head of the department, spent a portion of the summer at Parma assisting in the mechanical phases of the distribution of dust poisons.

##### **Agronomy**

The department of agronomy has charge of a large acreage of experimental plots on the Home Station at Moscow and assists with the agronomic activities on the substations. Studies with sweet clover, having to do with cultural methods and value of the crop for pasture and hay have yielded valuable results. Investigations with

corn are carried on at Moscow and at Caldwell. The Home Station results indicate the special merit of a variety that has been carefully selected for several years, known as Rustler's White Dent. More recent experiments have been initiated with sunflowers, particularly with reference to varieties and cultural methods. The sunflower has become an important silage crop in many sections of the state.

The time of the soil technologist has been largely taken with two problems, the study of the slick spots of southwestern Idaho and the investigation of the peat lands of the northern counties. A definite acreage has been set apart on the Caldwell substation for the study of the control of slick spots. This problem has to do with the productivity of certain large spots or patches scattered over several hundred thousand acres in southern Idaho. The results of greenhouse fertilization trials with peat soils were transferred to the field, using a tract of land offered by Grant Pritchard, whose farm is two miles south of Sagle, Idaho. The application of treatments gave a marked increase in yields in the field trials of this season.

#### Animal Husbandry

The major effort in animal husbandry has been in steer and lamb feeding experiments conducted at the Caldwell Substation. These investigations are aimed at developing a mass of information that will serve as the foundation for the feeding industry of Idaho. 118 steers and 475 lambs were fed during the fall and winter of 1920 and 1921. The steers were divided into ten lots, and lambs into seven lots. 73 steers and 483 lambs were fed during the winter of 1921-1922. The steers were divided into seven lots and the lambs into seven lots. The more important comparisons with the steers were long alfalfa hay with cut alfalfa hay; hay alone as compared with hay and silage; hay alone as compared with hay, grain and silage; hay and grain as compared with hay, grain and silage. the allowances of grain and silage were varied in the different lots to determine the most economical quantities for successful results. The ration fed to the lambs involved comparisons of long alfalfa hay and grain with cut alfalfa hay and grain; hay and grain with and without silage in addition; alfalfa meal as compared with long and cut alfalfa; corn as compared with barley in fleshing lambs for market and a light as compared with a heavy allowance of grain. The results of these investigations have been in great demand by the livestock men of the state.

#### Bacteriology

The investigation of forest soil by the department of bacteriology, a project supported by the Adams fund, has shown that ammonia and nitrate accumulations in the soil are distinctly retarded by applications of sawdust, needles, cones, bark and other tree products. The greatest retardation has resulted from the application of

cedar sawdust and cedar needles. Maple sawdust, not common to Idaho, was second in order of toxicity. The reduction of ammonia and nitrate accumulation ranged from five to sixty per cent. Nitrogen fixation was greatly decreased by some of the products and practically eliminated by others. These investigations are for the purpose of determining the cause of low productivity of timber soils and to discover remedial measures. The department of bacteriology has entered upon studies of the effect of alkali on bacterial activities in soil to determine the relation of alkali concentration to activities of helpful bacteria.

### **Dairy Husbandry**

Previous to this past year, little experimental work in dairy husbandry was actually in progress except the co-operative breeding work with the Federal Dairy Division and some studies of growth. The breeding project, comparing line breeding and inbreeding with outcrossing in dairy cattle, has been under way for two years and quite a number of F' generation females have been obtained and a few F-2 generation females. This work is outlined for a period of ten more years. Some valuable information is being gathered on the normal growth of Jerseys and Holsteins in the Northwest.

During the past year, silage investigations have been started to determine the relative value of various silage crops for milking cows and for wintering heifers. Corn silage and sunflower silage were compared for milk production, and alfalfa hay was compared with alfalfa hay and corn silage, alfalfa hay and sunflower silage, and alfalfa hay and beet pulp for wintering heifers. Some work has been conducted through one period on the best methods of raising calves, comparing two and three times a day feeding and pasture versus dry lot feeding. The results secured to date indicate that two-time feeding is just as efficient as three-time, and that the pasture method is a more economical method of raising young calves. Some work has been started this past summer with pasture crops for dairy cattle. Another project recently started deals with the value of feeding grain during the dry-rest period.

The official testing supervision in this state for the various dairy breed associations has developed until Idaho ranks well up among the dairy states. It is requiring a great deal of time, and most states with less work have one man to handle this work alone.

### **Entomology**

The major projects in entomology during the first year of the biennium were life history and methods of control studies on clover aphids, experiments with poison dusts in the control of alfalfa weevil, tests with spreaders for orchard spray materials, life history studies of the codlin moth, and investigations of the eelworm disease of red clover.

The Station entomologist, Ralph H. Smith, resigned in the spring and was succeeded by Claude Wakeland, who received his training under Dr. C. P. Gillette of the Colorado Experiment Station. The studies of codlin moth control, the use of spreaders, and control of alfalfa weevil by means of liquid and dust sprays have been continued. In addition, there has been initiated a study of eleodes beetle, a problem of vital importance to the wheat growing sections of the upper Snake River Valley.

#### **Farm Management and Farm Economics**

The two farm management studies, one in the Palouse district in co-operation with the Washington State College, and the other in the Twin Falls district in co-operation with the office of the Sugar Beet Investigations, were continued during the biennium. The fact of special interest in studying the cost of producing various crops, was the wide range between the lowest and the highest cost of production per bushel, or per other unit. The facts collected include the basic acre requirements, such as horse and man hours, seeds, sacks, etc. At any time current costs may be applied to these basic requirements and the cost of production per unit be quickly brought down to date. A part of the information secured in the Twin Falls district deals with the relative profitableness of competing crops. The result of the Palouse district investigation has been reported in mimeographed form. Research Bulletin 2 is an exhaustive report of the relative profitableness of seven competing crops in the Twin Falls district.

#### **Forestry**

During the past year Bulletin 1003, entitled Distillation of Stump Wood and Logging Wastes of Yellow Pine, was published by the U. S. Department of Agriculture in co-operation with the University of Idaho. Studies during the summer of 1921 provided a mass of data to be used in mapping the logged-off lands of Idaho. A preliminary report has been issued on work aimed at determining the relative durability of commercial Idaho woods under field conditions.

#### **Horticulture**

A large number of trees in the apple breeding project fruited during the past two years. The records taken include data regarding keeping qualities. No seedling have as yet produced fruit that is greatly superior to existing varieties. Several seedlings under observation have considerable merit, however, for special purposes. One of the Wagener-Ben Davis crosses is at least a month earlier than the Wagener and its season extends beyond the Wagener. The tomato breeding is directed toward developing strains that are earlier than those now in use in this district and, in addition, are heavier yielders of well shaped fruit. The best results so far are from certain selections of Earliana.

Studies in vegetable garden seed production indicate a field for that industry in Idaho. Tests of fertilizers for vegetable and tree crops have been initiated. Investigations dealing with sprays for the control of leaf-roll, in co-operation with the department of entomology, and a study of varieties and cultural methods for head lettuce growing under irrigated and non-irrigated conditions were started in 1922.

#### **Plant Pathology**

That the temperature and moisture content of the soil at seeding time have a very definite effect upon the amount of smut present in the crop at harvest has been definitely established by the department of plant pathology. The amount of smut infections increased as the amount of moisture increased up to saturation. The highest infection developed at the lowest temperatures. An extended survey of the potato-producing regions of Idaho revealed the fact that mosaic and leaf-roll are very common in the state, and that they are causing each year an increased amount of damage. In the study of calico and russet dwarf disease of the potato, it has been found that the calico disease is apparently transmitted not only by means of the diseased tubers, but evidently also is spread from plant to plant in the field.

An Adams project dealing with the potato mosaic problem has been approved in the office of Experiment Stations and the initial work started at the field station near Parma. Extensive tests with copper carbonate dust for prevention of bunt or the stinking smut of wheat have indicated need for further trials. Comparative field tests, using copper carbonate along with standard treatments now in common use, were planned this year. Most of the treatments and fall seedings are already made.

#### **Poultry Husbandry**

That skim milk is the most profitable source of Protein for laying hens is shown by the first years' study of the various sources of protein by the department of poultry husbandry. The skim milk may entirely replace the meat scraps in the ration, and when fed with peas and pea meal it greatly enhances their value. The skim milk gave an excellent profit over feed cost with average production throughout the year of 47.4 per cent for Leghorn pullets. The feeding work to date indicates that poultry keepers do not need to go out of the state to secure grains for feeding their poultry.

#### **Pure Seed**

The primary object of the pure seed work is to point the way to high quality seed production, and to insure quality seeds for planting. An additional object is the identification and elimination of weeds that are detrimental to the small seed industry and to gen-

eral farming. The inspection work carried the inspectors into 31 counties. One hundred and twenty dealers' establishments in 60 towns were visited and inspected. The two laboratories, the main laboratory in Boise and the branch at Moscow received and analyzed 3933 samples during 1921. Final reports for 1922 are not yet available, but the samples will at least equal the record of 1921. Approximately 80 carloads of small seeds will be shipped from the Boise Valley alone this season, which is approximately 2,400,000 pounds. The pure seed activities, including importation analysis, weed identification and other forms of educational service, are performing a valuable work in the development of a seed producing industry of great economic importance to the state.

### **Zoology**

The cytological studies of the reproductive cells of sheep is nearing completion. New work has been started on the cells of goats. Tissues have been obtained from both horned and hornless goats. The preliminary studies indicate that horns are transmitted as a sex-linked character, the same as in sheep.

### **Aberdeen Substation**

Federation wheat has in recent years out-yielded all other varieties grown on the substation farm, and is being continued on selected fields located in various sections of the irrigated region. If these further tests are favorable this variety will be recommended and distributed next year through co-operation with the Extension Division. You will recall the fact that Dicklow wheat was improved at Aberdeen and Trebi barley introduced there, thoroughly tested in comparison with common varieties, and then recommended to the farmers of the irrigated district. Another Aberdeen Substation product is a highly valuable oat variety, the Idamine. The seed of the McAdoo field pea and the everbearing garden pea were increased the past season, and seed is now on hand for further increase and general distribution to farmers. G. A. Wiebe, a 1922-graduate of the College of Agriculture, has been appointed by the Cereal Office of the U. S. Department of Agriculture to the position of junior plant breeder and assigned to work at the Aberdeen Substation.

### **Caldwell Substation**

Early in 1921 twelve acres of the Caldwell Substation were mapped for the purpose of definitely locating the "slick spots." This tract of land has been set aside for experimental work to determine methods of "slick spot" elimination. The trials include the use of sweet clover and alfalfa as green manure and the application of various soil amendments.

Several varieties of corn are under test for the purpose of determining those varieties best adapted for the production of silage



and those especially adapted for growing mature ear corn. The 1921 yields of silage, on the basis of harvesting 100 hills of each of the varieties, varied from 8.53 tons to 22.39 tons per acre.

Experiments were started late in 1921 to test methods of growing out dairy heifers, dividing the Substation yearling heifers into two groups. One lot was fed hay alone, a common practice in the irrigated regions, and the other was fed hay and corn silage. The Substation cows are divided into two groups, one fed hay alone and the other fed hay and corn silage. The steer and lamb feeding investigations for the two seasons of the biennium are discussed under animal husbandry.

#### **High Altitude Substation**

The High Altitude Substation consists of 160 acres of dry-farming land and 40 acres of irrigated land. During the biennium the irrigated farm has been used as headquarters and the land seeded to grain for feeding the work horses. Extensive experiments have dealt with the variety tests of cereals; with the introduction of new crops, such as legumes, buckwheat, and other crops not commonly grown in the district; rate, date, and depth of seeding of wheats; and cultural methods aimed at developing the most efficient methods of handling the summer fallow. These experiments are of interest to a vast region extending from beyond Ashland on the north to the vicinity of Victor on the south and from the Wyoming line on the east to Rexburg on the west.

On August 5th of this year a Field Day was held at the High Altitude Substation. One hundred farmers went over the farm and viewed the experimental plots. These men expressed very great interest in the experiments under way. Among the varieties of grain that are already showing promise are Triplet and Hybrid 143 wheats, Trebi barley, Rosen rye and Victory oats. The date of seeding tests have so far clearly indicated late August and early September as the most satisfactory dates of seeding for this region. The results secured in the investigations at the High Altitude Substation during the past two years promise that this work will be of great economic importance in the future development of the vast dry-farming area in eastern Idaho.

#### **Sandpoint Substation**

The Sandpoint Substation was established to deal with the peculiar problems of the cut-over regions. The experiments have been planned with the assistance of the various departments in the Home Station and are aimed at the testing of varieties to find the most suitable for the cut-over regions; the introduction and testing of new crops; the study of cultural methods, dates, and methods of seeding grains and legumes; the study of rotation and soil fertilization; and the development of a farm plan that will permit the use of livestock as a means of marketing the crops of the cut-over lands. Much time

has been required to clear the land and to develop the experimental data fundamental in the constructive program.

During the biennium the farm has produced three pieces of information of real importance to the farmers of Bonner and neighboring counties. Sunflowers have been introduced and successfully grown, and have yielded under favorable conditions ten tons of silage to the acre. Sweet clover has been successfully grown on the farm, and has yielded more per acre than any other legume. The testing of seeding and cultural methods has resulted in facts that enables the farm superintendent to secure excellent stands of legumes in one of the driest springs on record at Sandpoint. The data being accumulated from year to year at Sandpoint will be found of great value in the progress of farming in the cut-over sections.

#### **Needs**

The Agricultural Experiment Station has to do with the securing of new information and the developing of new methods in farming. Its work is aimed at increasing the productivity, the efficiency, and the profitableness of farming in the state: In order that this work may be most effective several of the departments of the Station must have more adequate provision in the way of land, equipment and other working facilities.

The agronomy department is in serious need of more land for experimental plot work and for increasing the more promising varieties. Reference has been made to this problem in the report of the College of Agriculture. Additional support is required for the work in soil physics. The studies of "slick spots," of alkali soils, of fertilization of cut-over mineral soils, and of improving the peat soil lands are among the most important of all of the work of the station. Additional funds are needed for carrying on co-operative experiments with farmers, for travel and for technical help.

The department of agricultural chemistry, bacteriology and plant pathology deal with fundamental problems of plant and animal production. These departments are in need of further allowance for equipment and of more generous provision for technical help and for labor.

The steer and lamb feeding investigations of animal husbandry, carried on at the Caldwell Substation, are fundamental to the future of livestock production and finishing within the state. It has been necessary to secure livestock for these investigations through loans and contracts, and it has not always been possible to secure the livestock at the time desired and of the uniform quality necessary for accurate experiments. Furthermore, it is necessary, if these investigations are to be of the greatest value, that the livestock be marketed and followed through to slaughter by representatives of the Experiment Station. This is not possible with lambs and steers secured by the loan or the contract method. Sufficient funds should

be made available, therefore, to enable the animal husbandry department to buy steers and lambs to be used in each year's investigations. Once the initial appropriation is made the sales each year will restore the original amount invested and the fund will become a rotating one to carry on the work indefinitely.

The department of dairy husbandry has been handicapped for equipment and help in carrying on its investigational program. A rapidly developing dairy industry and an extensive system of creameries and cheese factories require new knowledge and new methods. Those who are actively engaged in the field of dairying must look to the dairy husbandry department of the station for new information and guidance.

The department of poultry husbandry is requesting an experimental poultry farm separate and apart from the plant used for instructional purposes. The present plant is not of adequate size for both teaching and investigational work. The income from the poultry has rapidly increased. The head of the department of poultry husbandry states that a new experimental plant when once established can be made practically self-supporting.

The investigations in entomology have been popular to a marked degree. It is of the utmost importance to continue the investigations that have been under way. Particular effort must be put forth to develop effective control methods for alfalfa weevil. Field headquarters have been located at Parma for entomological experimentation. It is recommended that a special appropriation be sought to support entomological investigations and extension work under the general title, *Alfalfa Weevil and Other Insects*. The work has been so supported during the past two years.

In the report of the Dean of the College will be found reference to the popular demand for information and assistance in the field of farm economics. The farm management investigations have been exceedingly valuable in the state, and this work should be continued and new investigations initiated in the related fields of distribution, storage and other phases of farm economics.

It is recommended that the support for the pure seed work be again sought, with an increase of something like 25 per cent in the amount because of the greatly increased demands for seed testing and other service made on the pure seed department.

The substation farms, four in number, are strategically located with reference to the large region that has special problems in farming. Of the utmost importance is the securing of funds for the purchase of the Aberdeen Station. This farm is contributing data of very great importance in the development of irrigated agriculture. The fifteen-year lease will expire in 1926. The state can not afford to relinquish the lease of this well organized and wisely directed experimental farm. The productivity of the Caldwell Substation has increased from year to year as a result of the policies now in opera-

tion. The farm affords an admirable location for feeding investigations, and the experimental livestock furnishes a market for the hay, grain, and silage produced upon the farm. The manure returned to the farm brings increased fertility. This farm is deserving of generous support. The money expended is yielding facts of value to the farmers of southwestern Idaho, and the increased production has added to the total value of the capital investment. The improvements are inexpensive and are rapidly deteriorating. Within a few years permanent barns and other buildings must be erected in order that substantial housing and equipment may be available. The Sandpoint Substation is reasonably well equipped and the buildings are adequate. Maintenance funds should be provided in sufficient amount so that the experimental work may be properly cared for.

Increased support for the work of the Agricultural Experiment Station will yield facts of the utmost importance to the instructional work in agriculture, to the extension program, and to the permanence and prosperity of Idaho farming.

Respectfully submitted,

E. J. IDDINGS,

*Director.*



**UNIVERSITY OF IDAHO, EXTENSION  
DIVISION**



# UNIVERSITY OF IDAHO, EXTENSION DIVISION

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## REPORT OF DIRECTOR

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*To the Dean of the College of Agriculture:*

The University of Idaho Extension Division has for the past biennium conducted its extension work in agriculture and home economics in accordance with the terms of the Federal Smith-Lever act approved May 8, 1914. The purpose of this act was "to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics and to encourage the application of same." In order to carry out the above program Congress authorized the establishment "in connection with the (agricultural) college or colleges in each state \* \* \* an agricultural extension work which shall be carried on in cooperation with the United States Department of Agriculture."

The act further states, "Sec. 2. That cooperative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications, and otherwise; and this work shall be carried on in such manner as may be mutually agreed upon by the Secretary of Agriculture and the State agricultural college or colleges receiving the benefits of this act."

The organization which has been entrusted with carrying out the provisions of the Federal Smith-Lever law during the 1921-1922 biennium consists of 63 highly trained workers divided as follows: County agricultural agents 29, county and district home demonstration agents 6, county and district club agents 5, and 23 specialists, administrative officers, stenographers and clerks. These together with loyal volunteer workers in hundreds of organized communities throughout the state constitute the working force of the University of Idaho Extension Division.

### ORGANIZATION

The financial conditions within the state during this biennium have made it impossible to continue with the policy of placing a county agricultural agent, a home demonstration agent and a boys' and girls' club agent in each county. Many counties will, in fact, never have sufficient assessed valuation to justify the employment of more than one extension worker. Because of this condition the fam-



ily type of extension organization has been stressed to a greater degree during the past two years than ever before. The county agricultural agent in each county is charged with the responsibility of organizing the entire extension program for both adults and juniors. Additional assistance is furnished in those counties where the financial situation is such that more than one county worker may be employed. For the purpose of assisting county agricultural agents with home economics and boys' and girls' club work programs, district extension agents in these two lines of work are being employed as rapidly as available funds will permit. The district agent who works in a small group of counties is a specialist in organization of either boys' and girls' club work or home economics and assists the county agricultural agent in organizing these respective lines. The extension specialists who work in cooperation with the county and district workers render them assistance in all lines regardless of whether it is a junior or adult activity.

Administration of all extension activities is carried out through the Director's office. The County Agent Leader is charged with the duty of working out county programs of work and making arrangements with county commissioners to finance county extension agents. The State Club Leader and Home Demonstration Agent Leader are specialists in organization of their respective lines of work. The Home Demonstration Agent Leader also acts in the capacity of senior specialist in home economics and is required to approve subject matter sent into the field. All specialists are scheduled in accordance with calls which are made for their services through the Director's office.

### FINANCES

The appropriation for cooperative Extension work in Agriculture and Home Economics passed by the 1921 session of the state legislature amounted to \$128,627. In addition the legislature also made a special appropriation of \$15,000.00 for alfalfa weevil control and \$10,000.00 for the promotion of Pure Seed work. There was an unexpended balance of \$31,441.96 in the Rodent control appropriation which was originally made by the 1919 session of the state legislature. The extension division used only that portion of the alfalfa weevil control appropriation which was expended in carrying out demonstrations in control of weevil and other injurious insects among the farmers, and also defrayed certain expenses in investigational work which was undertaken by the University of Idaho Experiment Station. A sum of \$69,583.48 was received by the Extension Division from the United States Department of Agriculture under the Smith-Lever act of May 8, 1914. The Supplementary Extension Federal Smith-Lever appropriation from the same source amounted to \$20,858.33. This fund was distributed in the same manner as the original Smith-Lever funds. The United States Department of Agricul-

ture, through the States Relations Service, contributed \$51,870.00, which was paid directly to the county extension agents in salaries. The Bureau of Biological Survey also contributed approximately \$28,797.14 toward the rodent control program. This has been spent for the most part in the purchase of strychnine and other supplies for rodent extermination on public lands. The County Commissioners in 28 counties where Extension work has been carried on have contributed approximately \$178,998.55 in addition to the amount furnished by the State and Federal Government.

A financial statement showing in detail the expenditure of these funds will be found on page 41.

### **PUBLICATIONS**

The Extension Division publications have been printed in conformity with a typographical standard which was established during the 1919-1920 biennium. There have been published 10 bulletins with a total edition of 33,500 copies. There has also been a reprint of 6 bulletins with a total edition of 19,000 copies. From time to time newspaper articles and other publicity material have been sent to the newspapers and farm publications. Extension publications are not distributed through a general mailing list but are mailed upon individual request.

### **COUNTY AGRICULTURAL AGENT WORK**

County agent work first originated in the United States through the demands made upon the agricultural colleges of two states, namely: New York and Texas, and upon the United States Department of Agriculture by leading citizens at the head of farmers' organizations and commercial clubs for assistance in the solution of fundamental agricultural and livestock problems, which were seriously menacing the prosperity of the communities. The service spread throughout the United States from similar demands in other sections until 2421 counties are now placing increasing demands upon the colleges of agriculture and the United States Department of Agriculture for demonstrational work in the field.

In the beginning the service was financed through contributions made by railroads, commercial bodies, farmers' organizations and public spirited citizens but in 1914 congress passed the Smith-Lever Act establishing co-operative extension work in co-operation with the land grant colleges. The Act permitted of the formation of co-partnerships between the Federal, state and county units of government and local agencies to finance the service on a permanent basis. The Smith-Lever Act and contracts between the Federal government and the state government of Idaho require the supervision of the service by the Extension Division of the College of Agriculture of the University of Idaho.

In Idaho, shortly after the passage of the Smith-Lever Act, the

legislature of the State accepted the terms of the Act and also passed a law authorizing the various Boards of County Commissioners to provide funds in addition to those contributed by the federal and state governments to carry on the work. The first demand made upon the College of Agriculture for this service was made in Bonner County. In 1914 the county commissioners of three counties sought to contract with the University Extension Division for the service and provided twice the amount of the funds set aside by the Extension Division. In 1915 six counties made requests for county demonstrational work. At this time the Extension Division adopted a policy of refusing to contract for the extension of the service to any county until at least two hundred and fifty farmers had signed petitions requesting the service and agreeing to co-operate with the agents of the college of agriculture in disseminating and applying instruction given out by the college. Entrance into one of the most important agricultural counties of the state was delayed for a period of eight months because of the enforcement of this policy, and this, in spite of the fact that delegations of citizens strongly appealed for the service and the local Board of County Commissioners had announced that it had set aside the funds necessary to adequately finance the work and that they were ready to sign the necessary contracts at any time.

In 1916 the College of Agriculture extended county agent work to seven counties. When the World war started in 1917 the national government urged that agricultural agents be appointed in all agricultural counties to stimulate production and thus aid in the prosecution of the war. This demand was made upon the College of Agriculture by the National Council of Defense and co-operating with it, state and county councils of defense. The result was to increase the scope of the work to sixteen counties in 1917 and thirty counties in 1918. Since the war ended counties have requested the service as follows: In 1919, thirty-two; in 1920, thirty-four; in 1921, thirty-five; in 1922, twenty-nine.

The county programs of work for 1921-1922 were based on present or prospective sources of income. The county agent visits a community and sits in conference with a committee of leading farmers representing each important source of income. The agent then lists the sources of income of the community and immediately opposite each source of income notes the factors which limit profits. If wheat, for example, is one of the important sources of income it may be discovered that a plant disease such as smut takes twelve bushels out of every hundred of the yield and that some rodent such as squirrels causes a loss of 3 per cent. It is then agreed with the committee that a number of demonstrations will be conducted on farms in the community by agents of the College of Agriculture demonstrating how smut may be controlled and how rodents may be exterminated. Before the conference adjourns the committee agrees that each project leader will secure the adoption of the practice advocated at demonstrations

on a certain number of farms in the community. They also agree to such incidentals as supply materials, seeing that good attendance is had at meetings, etc., in return for expenditure of time and money made in the community by the Extension Division. The community and county and state program of county agent work has thus become during the past biennium one which has been determined by agreement between agents of the college and forward-looking citizens and arises out of the needs of the agricultural community.

Including supervision, the approximate cost of financing the service per month per county in 1921 and 1922 has been \$125.27 from federal and state sources and \$206.95 from county sources.

County agent work was extended into six hundred ninety-four communities in thirty-five counties in 1921 and 1922.

1921—Meetings held .....	1,617
Total attendance .....	30,471
1922—Meetings held .....	4,247
Total attendance .....	99,884
Total for biennium:	
Meetings .....	5,864
Attendance .....	130,355

#### BOYS' AND GIRLS' CLUB WORK

The aim of Junior Extension Work is to train boys and girls through organized groups of clubs in the qualities of good citizenship and public service; to make available the educational values contained in modern industry, and to supplement the home, the school and the state with a constructive, demonstrational work program in agriculture and home economics. Its further purpose is to develop in the young people an understanding of the opportunity, the dignity and the honor of productive work; to create in the boys and girls an appreciation of the calling of their parents, and a wholesome respect for the business of the agricultural and home economic industries in their home communities. Boys' and Girls' Club Work is also organized so as to bring about conditions whereby children may earn and own their property at home, and to form habits of economy and thrift through the realization of money value and the satisfaction which comes from the self-earned dollar; to establish a square deal and lend a voice in the managing of affairs that will stand for the construction and up-building of humanity.

During the first half of the biennium, Junior Extension Work in Idaho suffered greatly as a result of the retrenchment campaign of the legislature which caused the budget to be cut severely. At the beginning of the biennium, there were nine full-time county club leaders, besides a state assistant for girl's work. In April, 1920, the State Club leader and Assistant State Club leader resigned, leaving the state office vacant for a period of approximately two and one-

half months. Between January, 1920 and January, 1921, the county force had dwindled to three employees and the state force to one state leader.

At the beginning of the year 1922, Junior Extension Work with its small force, a State Leader and three county club agents, was carried on under a great handicap. The period of reconstruction of Extension Work reduced the Junior Department much more than either of the other departments. Since the changes in the organization affected Junior Extension work directly, it has been the purpose and policy of the Junior Extension Department from the beginning of the year to lay a foundation on which to build future Junior Extension activities in Idaho. It was decided that the County Agricultural Agents were to carry on a family type of program and that this program should represent the home, including the man, the woman and the child in so far as was possible.

In the reconstruction work it was quite evident that a very conservative program must be worked out and consequently the county and state programs for adult work as outlined by University Extension Specialists were followed in so far as possible. In addition to this, major projects were decided upon with three fundamental principles in view. First, is the project a good business proposition for a boy or girl to undertake and follow. Second, is the trademark of quality embraced in the project such as to demonstrate its merits as opposed to the general practice in the community or county. Third, is the project capable of sufficient volume to justify the time, effort and expense of promoting it. With these three principles in mind, the Junior Extension Department is striving to build among the boys and girls of Idaho a more constructive agricultural policy; and to maintain more healthful, more efficient and happier homes.

In accordance with the above methods, and with the idea in mind to develop a state program of work through field extension agents, in the spring of 1922, two District Club Leaders, who worked in the capacity of club specialists, were added to the Club force, making a total of five field workers for the year.

The District Leaders have worked with the County Agents and Home Demonstration Agents, helping to put across a part of their regular program, using members of the Junior Club Work as demonstrators. While the methods of organization have only been in force the past season, the results have been very satisfactory. As a result of the force in the field decreasing, the volume of Club Work has decreased, but the number of dollars invested, the value of the products, and the total value of wealth added to the state has not decreased in the same proportion, although it is somewhat smaller as is shown by the following paragraphs.

In 1921, there were 243 clubs organized in the state, of which number 146 were standard clubs. The total enrollment amounted to 2227, with a total of 1778 finishing the work. The total value of

wealth produced by these products amounted to \$122,523.57. The total costs in producing these amounted to \$48,576.71, leaving the total value above costs of \$73,946.86. In 1922, there were 261 clubs organized in the state, of which number 119 were standard clubs. The total enrollment amounted to 1964 with a total of 1594, or 81 per cent (plus), finishing the work. The total value of wealth produced by these products amounted to \$156,027.77. The total costs in producing these amounted to \$65,150.35, leaving the total value above costs of \$90,867.42. The total overhead for 1922 was \$21,944.91, leaving a total value of wealth to the state, over and above expenses, of \$68,922.51.

**STATISTICAL SUMMARY—OVER FIVE-YEAR PERIOD**  
1918-1922, Inclusive

	1918	1919	1920	1921	1922
Clubs organized	1138	521	491	243	261
Enrollment	7496	4860	4864	2227	1964
Members reporting	8650	2889	3497	1778	1594
Value of products	\$ 92,438.48	\$ 95,992.81	\$199,365.63	\$122,523.51	\$156,027.77
Cost of Production	34,359.31	38,087.70	92,092.77	48,576.71	65,150.35
Value above cost	58,079.17	57,904.61	107,272.86	73,946.86	90,867.42
Total overhead	35,870.37	38,896.73	55,293.40	30,546.15	21,944.91
Salaries and expense of state and field workers					
Net profit	22,208.80	19,007.88	51,979.66	43,400.71	68,922.51
Club department					

**CLUB CAMP AND JUNIOR STATE FAIR**

During the fall of 1921, a club camp was erected within the fair grounds for the Junior Club members of Idaho. Separate grounds were arranged where the Junior Club members held the Junior State Fair within the regular State Fair. The county champion demonstration teams, stock judges and the exhibitors of livestock from the various counties were awarded a free trip to the State Fair in recognition of their efforts. Approximately, 150 boys and girls from counties where club work is represented brought their stock for exhibition and gave a number of demonstrations of their respective lines of work at the State Fair in the fall of 1921, and again in 1922.

These boys and girls were housed in dormitories on the grounds and fed at their own cafeteria, which was managed by the Home Economics Department of the University Extension Division. The menus were very carefully planned and very wholesome meals prepared at the small cost of approximately 13c per meal.

These county champions, after winning the club premiums, exhibited their livestock and other products in open competition with the breeders and farmers of the state, winning their share of prizes. Each

voiced the sentiment of a royal good time during the week and went back home with a strong determination to increase their efficiency in production and in their care of their livestock in order that they might again participate in the competition at the State Fair.

The strongest competition that has ever existed in Club Work came this fall in the judging and demonstration teams. Idaho has held the Northwest Championship in canning for the past two years, won the Championship for the Seven Western States at Portland, and will compete for the National Championship at Chicago, December 4, 5 and 6.

#### HOME DEMONSTRATION AGENT WORK

During the past biennium, it has been the aim of the home demonstration agents to meet a large proportion of the rural women of the state and in accordance with the Smith-Lever law to demonstrate methods that will make farm homes more efficient and comfortable. Unfortunately rural men and women have not thought that the home could be made efficient and comfortable until the mortgage is paid off, all farm implements purchased and good barns and a silo provided. This idea has been prevalent because the home has not been considered a source of revenue, but an expenditure. Just what relationship this idea has had to the large proportion of tenant farmers and their lack of stability cannot be accurately estimated. However, it is one worthy of consideration, for in some of our latest settled irrigation projects the number of tenant farmers is large and in five years the personnel of the community has entirely changed. Comfortable and happy homes are the foundation of a stable community, and as agriculture is the basic industry of the state it follows that the farm home must receive the closest attention.

The subjects selected by the women are those in which the immediate demand is most pressing, so that during the past two years there has been a most insistent demand for help in clothing. No doubt this has been because ready-made clothing has been so expensive and money has been so scarce. There has been a good interest in nutrition and constant letters asking for help with diets for children. Food production, such as the making of cheese, has been of interest with over two thousand pounds of cheese made in one county. Some help has been given in plans for better kitchens and installing water systems, but due to lack of money, this project has gone very slowly. It is the greatest need the farm women have in Idaho, but farm products will have to bring a better price than they do at present before this need can be satisfied.

A great many letters come to this office asking for information about everything from pickle recipes to the mixing of paint. There have been 11,899 bulletins and 8,323 mimeographed articles sent out from the office in answer to requests. The home demonstration agents have held approximately 613 meetings with an attendance of

9,570 women, who in turn have carried the work to 1,420 women, making a total of 10,990 women reached. •

The home demonstration agents have done another important piece of work—they have helped to promote a better community spirit. In some communities the people haven't gotten together in a social way for years and any progress that should have been made in the community has been blocked because of this. In all of the women's work the women must come together at a common meeting place and work and agree to carry the work to a definite number of other women, thus a community spirit is fostered. Out of this several splendid rural clubs have been organized that have included the whole family.

It is hard to measure the results of the work that has to do with the home in terms of money value because in most cases the home is considered a liability instead of an asset, and then to help a mother bring an undernourished child up to standard means much to the home and community, but puts no money in the bank. But, nevertheless, the home is the foundation of the community and the women have a very definite conception of what that home should be and the home demonstration agent is helping her to make it a reality.

### CLOTHING

Everything from millinery to garment construction has been demanded and not just one demonstration, but sufficient instruction to make the women proficient. Doubtless there is no other tell-tale that shows a woman to be a farmer's wife as her clothes. In many of our Idaho communities the women depend a great deal on mail order houses for their hats and do not have the opportunity of going to good shops to purchase them, and probably have not the money if they could. All ready-to-wear houses employ a woman especially trained in costume and design to design the garments and this is where the average woman fails in making her own clothes. She does not know anything about art, nor the finishing of garments to do away with that "home-made look." Consequently when she finds that her own state university can educate her along these lines she is willing to make a most strenuous effort to get the work.

The phases of work that have been given are the making of dress forms, hats, and garment construction. The latter consists of instruction in pattern making so that the woman has a pattern that will fit her and the way of applying this pattern so that she may copy any design. Instructions have been given in both millinery and garment construction on appropriate color and proper lines that are best suited to the individual.

During the past biennium 932 dress forms and 3,826 hats have been made, and 93 garment construction classes have been held. The latter is a new phase of the work and so the number is small at the present time. The clothing specialists have published two bulletins—



one on millinery and one on costume and design. There has been such a demand for these bulletins from other states that a few have had to be charged for them. They are very practical and the women use them for guides after attending demonstrations.

#### NUTRITION

There has been a great interest in this work, but because of the technical information required, only a limited territory can be reached. During the past year an attempt has been made to have the women learn to weigh and measure their children and know what progress they were making in growth, and to know the physical standard of a child so that if the child were underweight, due to improper feeding, this could be corrected. Bear Lake, Madison, Bonneville and Bingham counties have taken an active interest, and one community in Bonneville county has taken for its slogan "Every child up to normal."

Dr. Caroline Hedger, of the Elizabeth McCormick Memorial in Chicago, spent a week in the state and in six counties met over 1800 people. In many of these counties, women came from adjoining counties to hear her and took the message on "Knowing the Normal Child" back to their own communities. As a result of her work, hot school lunches have been established in several counties and mothers have been able to feed their children more intelligently.

#### ANIMAL HUSBANDRY

Extension work in Animal Husbandry has been with the horse, beef cattle, sheep and swine growing industries, the organization of the work being such as to include all the livestock industries excepting dairy cattle and poultry. The situation and the demands for work have been such that most attention has been given to the beef cattle and sheep growing.

Beef cattle in which 29.7 per cent, and sheep in which 19.1 per cent, of the agricultural population are interested, are the largest live stock industries of the state. In value they represent 67 per cent of the total, as compared with 33 per cent for the dairy, swine and poultry industries. To a large extent this condition will always exist, because of the area of the state only 8.46 per cent is in improved farm lands. Of the remainder, 7.2 per cent is in unimproved farm lands while 84.3 per cent is open land, the most of which is suited only to the grazing of either cattle or sheep. Without such use this vast area of land totalling more than 40,000,000 acres is a total loss to the state. The utilization of the grazing land is therefore the first and largest problem. All other problems with the cattle and sheep industries on the farm are dependent upon the peculiar characteristics of the adjoining range.

Work with the beef cattle industry has been equally divided among the three phases of the grazing of grade cattle on the range, the management of the pure bred herd on the farm and the finishing

of feeder steers for market. Records were kept with seven co-operative demonstrators owning a total of 3606 head of cows in an effort to solve the problems of the proper regulation of stock in the ranges, conservation of the range, the co-operative relationship in regard to the use of the proper types of bulls, the location of strays, and management problems throughout the year.

There are now 607 pure bred herds of beef cattle in which are 6,975 breeding cows. As the number of bulls used on the range varies from 8,500 to 9,000, 89 per cent of which are registered, there is an excellent opportunity for the producing of good range bulls. Work with this phase of the industry has been to improve the types and methods of management and to assist with demonstrations. District work with this was necessary in all parts of the state. The districts covered by the associations was made the unit of the work rather than any attempt being made to work by counties. Assistance was given with 11 sales. Beef cattle farms were visited on seven general excursions. The work of 56 club members was directed and all given instruction in judging and in management and showing methods. Beef cattle were judged at nine county fairs, two district fairs and two winter live stock shows. Assistance was given in the selection of 132 head of pure bred cattle.

With the development of the irrigated farms and the production of large quantities of hay for which there is no ready market, has come an opportunity for finishing feeder stock for market. As yet the stock men of the state ship too many feeders to the middle west. Shortly after they are gone the feed is shipped out in train loads. In order to demonstrate methods and secure the actual results, records were kept on 899 head of cattle fed by 11 men in various sections of southern Idaho. A part of the cattle were fed on alfalfa hay, a part on alfalfa hay and corn silage and a part on alfalfa hay and beet pulp. In addition to the above, a feeding investigation and demonstration was conducted in co-operation with the Animal Husbandry Department of the University of Idaho on the results of feeding on the various forms of southern Idaho feeds.

Work with the sheep industry has been conducted along lines similar to the beef cattle industry. Range demonstration work is being conducted with six outfits running a total of 22,000 head of ewes. Demonstration records were kept on 3,900 head of feeder lambs on various kinds of pasture in different sections of the state. Feed lot records were kept on 19,800 head of lambs. Instruction was given to 63 sheep club members, and 963 conferences were held with individuals regarding some phase of the sheep industry. Assistance was given in the selection of 483 pure bred sheep and 30,500 feeder lambs. Sheep were judged at 11 county fairs, two district live stock shows and two state fairs.

Problems in connection with the swine industry have been to demonstrate the proper methods of producing hogs on alfalfa pasture and

the grain available on the farm, of raising a limited number to consume the waste feeds on the farm, the production of feeder pigs, general management problems and the improvement of the foundation stock.

Club work was done with 227 boys and girls. Swine farms were visited on nine livestock excursions and 343 conferences were held on some phase of the swine growing industry. Swine was judged at four county fairs.

The horse industry presents problems in improvement of types, improved methods of management and attention to the raising of colts to maintain the necessary numbers. Work with this industry was limited to a general state-wide program and to necessary work in response to requests. On seven live stock excursions, farms giving special attention to horses were visited and the results pointed out. 181 individuals were given answers in regard to problems of the horse industry. Horses were judged at five county fairs and one state fair.

Counting the live stock club work as demonstrations which have a value and which lead to the adoption of desirable practices, 408 farms or one farm out of 103 were conducting work in co-operation with the animal husbandry extension work. The use of silage in beef feeding was doubled. Assistance was given in determining the production costs of range animals in an effort to improve methods.

Direct contact was had and problems discussed with 16,308 persons of which 1,010 were reached by individual farm visits, 2,306 in personal conversation, 6,671 by the giving of demonstrations, 3,865 in meetings, 762 by live stock excursions and 1,694 by letter. Assistance was given in the selection of 615 head of pure bred and 34,500 head of grade stock. Wool pools were conducted in eight counties of the state. Seventeen news articles were written for the agricultural press and 12 circular letters sent out. Assistance was given with carrying on four feeding experiments and in preparing the results for publication. During the biennium the call for special work, in addition to the projects, required a total of 666 days of which 465 were spent in the field and 203 in the office.

#### **POULTRY HUSBANDRY**

The poultry industry has developed very rapidly during the present biennium. The number of hens, except in a few counties, has not increased to any marked extent during the past two years. The percentage egg production, however, has made rapid increase. It is not uncommon now to find flocks with averages of 200 eggs per hen, and some flocks average well above that number. Four years ago, flocks above 200 hens in number were very scarce in Idaho. At the present time there are several flocks of 1000 hens, and many flocks numbering 500 or more. The greatest increase in number of hens has been made in Ada, Payette, Washington and Canyon counties. There is no

available means whereby the value of the poultry industry may be accurately computed. However, the survey for 1920 indicated that poultry produced a value of from \$16,000,000 to \$20,000,000. Numbers of poultry have increased in the meantime, but values have decreased, and it is quite probable that the value for 1922 is about the same as for 1920.

When the poultry extension work was first taken up in Idaho, culling demonstrations were very popular. More recently the farmers have begun to demand instruction and help in breeding, feeding and housing. Farmers realize that good breeding is the solution of the cull situation. Therefore, just how fowls should be mated to produce best results is the problem of greatest interest to them. A new feature of the work is a management program, which consists principally of demonstration farms. The purpose of these demonstration farms is to place an example of good practice in each community. A number of these farms are now in operation, with many others in prospect.

The specialist has given 391 demonstrations within the biennium, with 6987 people in attendance; 112 lectures of various kinds with 7457 in attendance; has visited 971 farms; has mated 462 flocks, and many requests were not taken care of on account of lack of help. Three hundred forty-four new poultry houses have been built and 376 poultry houses have been remodeled. (These are the numbers known. Some of the counties such as Ada, Canyon and Payette are not reported).

The industry has grown in the Boise Valley to such an extent that the need for a marketing association was felt more than a year ago. This association with its receiving station at Caldwell will have been in operation one year on December 7. During the period to and including November 16th there have been 15,988 cases of eggs received, which is 479,640 dozen, with a value of \$95,928, based on a selling price of 20c per dozen. Eggs are now 49c for selects and browns. The association receives only a part of the eggs produced in this territory. Nearly all of these eggs are shipped out of the territory. The Boise Valley has always been a buyer of eggs until as late as the last two years. After the association has shipped out nearly all of its receipts there is still ample local supply.

There is no way of knowing the number of people feeding proper rations as they are so numerous and new converts are being added to the plan by the hundreds every month. The value of sour milk as a food for egg production, substituting it for beef scrap, was not understood. The poultry division has spread this information until now many farmers understand it and are making profitable use of this type of feeding. When all of the farmers appreciate the value of the combination of the cow and the hen as a means of farm manufacturing as some now do, the state will profit to an extent not appreciated

at the present time. Millions of dollars of added income to the farmers of Idaho will result.

In place of the small 8x10 to 16x16-foot hen houses, as were formerly used, farmers are building them 24x40 feet up to 30x100 feet square. In the place of housing small units of from 25 to 100 hens, there are hundreds of flocks ranging in number from 200 up to 1500 hens. There are now many farm incomes from poultry alone, ranging into thousands of dollars. Mr. L. C. McPherson of Sagle, one of the better poultrymen of the state, had a total income this year of \$6464.15 from his poultry alone. After deducting interest on investment, depreciation, and labor, as well as feed and all other items of cost, his flock netted him \$2722.41. Poultry is only one source of income on Mr. McPherson's farm. There are other farmers in the state with incomes from poultry much larger than that of Mr. McPherson.

### DAIRYING

The phase of the dairy project most emphasized during the present biennium was the organization of bull associations. There were 11 associations completely organized and 22 are now in the process of organization. Idaho has more bull associations than any state west of the Mississippi River and there are only 3 states in the Union with more associations than Idaho. Bulls whose dams have produced at least 400 pounds of butterfat per year on official test have been used in the associations.

When it is realized that the average cow in Idaho produces only about 150 pounds of butterfat per year and that the average yearly profit from such a cow is \$26.00 above cost of feed, it will be apparent that the improvement due to these sires of 400-pound butterfat ancestry will be considerable; since a 400-pound butterfat cow will return an average net profit of \$106.00 above cost of feed. The financial returns resulting from the increase in production of daughters of the sires being used in the association over the production of their dams will amount to many thousands of dollars per year and will be accumulative.

The reorganization and continuation of 6 cow-testing associations has been accomplished. The culling out of low producers by means of the scales and butterfat test is a necessary adjunct with the improvement in breeding good dairy cattle. These 6 associations comprise approximately 2000 dairy cows and the value of this work can be estimated by referring to the difference in the returns from low producing cows and high producing cows, as given above. The difficulty of securing testing supervisors has been overcome by encouraging students to enter the University of Idaho and prepare for this work. The official testing of purebreds has been handled in conjunction with the cow-testing associations. There have been 40 herds on official test during the biennium.

Junior Extension Dairy Cattle Clubs have been encouraged and instruction work in judging and in dairy cattle management has been given. Some of the members show promise of becoming breeders of purebred cattle; having already entered cows on official test. Others have won the Union Pacific Scholarship to the University of Idaho and are taking the dairy course offered at the University. An Idaho Jersey Calf Club was awarded one of 33 prizes offered by the American Jersey Cattle Club and individuals have won many prizes as well as awards with their entries at the County and State Fairs in competition with experienced breeders.

Approximately 2000 head of high grade dairy cattle have been brought into the State through co-operative shipments. These cattle were approved by the University Dairy Extension Department and have been quite satisfactory as a whole. About one-fifth of this number were purebreds. Holsteins, Jerseys, Guernseys and Ayrshires were the breeds represented; the number decreasing in the order named.

The 30 creameries, 20 cheese factories and 2 condensaries have been assisted with their problems collectively and individually. Quality of dairy products has been improved by the distribution of a bulletin giving instruction on the proper care of milk and cream and also by meetings and individual instruction.

In addition to the accomplishments of the Extension Dairy Department mentioned above, increased profits have resulted from instruction in better feeding, care and management, including balancing of rations. The quality of market milk supplies has been improved in large cities by scoring contests, which has in turn brought about a greater per capita consumption.

The number of silos in Idaho has been increased through the holding of silo excursions and demonstrations, thus bringing about a decrease in the cost of production of dairy products. The 3 state and 8 local breed associations which have been organized and fostered have increased the interest in, and an appreciation of the dairy industry.

### HORTICULTURE

The lines of work carried on by the Field Horticulturist have included the potato growing industry, general horticulture, i. e. tree fruit culture, truck crops and the home garden, and the project of improving the home surroundings on the farm.

There has been a growing tendency on the part of the potato project to crowd out the other lines of work. Owing probably to the favorable climatic and soil conditions of the State, the potato growing industry has made rapid strides so that whereas, Idaho was but a few years ago a long way down the list in its comparative production of potatoes, the 1921 records show that Idaho has risen to sixth place as a potato shipping state with 14,616 cars to her credit.

Along with this increase in total production, there has been an even greater increase in the interest in the potato project or that part of it pertaining to the certification of seed potatoes. At the beginning of the season of 1922, 754 men made application through their respective county agents or direct to the Field Horticulturist for help in growing seed potatoes for University of Idaho certification. Of these, 186 men had fields that met the requirements in the way of freedom from diseases, purity of variety and uniformity of size and type to pass both first and second field inspection. These men now have their stock, the product of 1419 acres, that may be certified when sorted so as to conform to the prescribed regulations.

This work has now been developed to a point where it is, to a great extent, a commercial proposition and we believe it is desirable to make the certification feature of the project self-supporting by charging a fee for the field inspections. By this means more of the time of the Horticulturist can be devoted to the purely educational feature of the project which is carried on through community demonstrations and field schools.

During the past season work on this project was done in 36 counties of the State while the preceding year the number was 27. Until the present year the potato project work, except final inspection, has almost wholly been done by the Horticulturist. The great number of applications this season and the fact that the work had to be done at a stated stage of development of the crop made it necessary to have assistance. Five county agents: Messrs. J. E. White, J. W. Thometz, J. W. Barber, P. T. Fortner, R. N. Irving and Assistant County Agent Leader J. H. Rearden helped with the first and second field inspections. All told, 89 days of the agents' time have been devoted to this work this season.

The means used to induce growers to use better methods in potato growing have included lectures, field demonstrations, stories for the press, bulletins, correspondence and personal advice. The general effort is to get the grower to think of the work in terms of higher standards and increased efficiency, then teach him the details concerned in the various factors that determine quality and production.

Work on the general horticultural project has been largely by the use of lectures. Demonstrations in pruning the orchard and general advice by correspondence have been given on many phases of orchard work. The larger part of the effort on this project for the past two years, however, has been lecture work on growing lettuce. This crop has been brought before the public very forcibly during the past two years, largely because of a desire on the part of growers to change the type of farming; a desire that has come about as a result of the reaction from inflated land values and excessive taxes. Growers who are trained in extensive farming only, have attempted the growing of lettuce on a large acreage scale with a high average percentage of expensive failures. The stand taken by the Field Horti-

culturist has been, and still is, that while the lettuce growing industry in Idaho has great possibilities, the untrained grower should begin with a small acreage and learn the work as he increases his output. It is the policy of the Horticulturist to refrain from propaganda in production, as he believes successful cultural methods followed by profitable production will induce the development of any particular line of crop growing as rapidly as is to the permanent advantage of the work.

The work on the project of home improvement by planting is based on the premise that ownership and pride in the home makes for better living and better citizenship. Improvement in the home by planting is accomplished by systematically following the simple laws of neatness, proportion, and orderly arrangement of plants, shrubs and trees about the home so as to make of the place an attractive landscape picture. This is accomplished, not necessarily by the use of beautiful plants, but by the systematic following of a well thought out, definite plan. The work along this line is carried on by the use of stereoptican lectures which are aimed to visualize the principles involved, teach the use of plant materials and inculcate a desire to make the home surroundings more attractive.

Plans which can be used as demonstrations in the community are also made, as far as time permits, for planting the farm home.

#### **AGRONOMY**

The staff of the University of Idaho Extension Service in Agronomy consists of the Field Agronomist, an assistant, and the State Seed Analyst and Assistant. The duties of Field Agronomist, State Seed Commissioner, Secretary-Treasurer, Idaho State Seed Show, and State Grain Inspector are carried on by this department. Project work is carried on through the County Agricultural Agents, the following projects having been adopted in various sections of the State: Grain standardization and certification, small seed improvement, weed control, smut control, Grimm alfalfa seed certification and grain grading. Grain inspection, seed inspection and work connected with the State Seed Show and the International Grain & Hay Show are also carried on in addition to this list of projects. It has been the policy of the department to encourage the growing of the standard varieties of grain. Dicklow wheat, Trebi barley and Idamine oats have been particularly recommended for the irrigated sections of Southern Idaho and Early Baart wheat for the dry land sections.

Each year the scope of the certification work has been enlarged to a considerable degree. The requirements for certification are even more strict than those adopted by the International Crop Improvement Association. The use of clean, high quality seed and proper tillage and rotation practices has resulted in approximately 10 bushels increase in yield per acre. The number of growers producing grain for certification has increased from 62 in 1919 to 400 in 1922. This in



no way indicates the spread of influence, but a report given on shipments of grain through Ogden, Utah, from Idaho indicated that approximately 50 per cent of the grain shipped through that point in 1915 graded mixed. In 1921 only from 12 per cent to 15 per cent graded mixed.

This year's results are not complete, but 135 growers have submitted their threshed samples for inspection. As the re-cleaned samples come in and are passed, a certificate will be issued.

More work was done along the line of small seed improvement than heretofore. Meetings were held at which the importance of putting a high quality, weed-seed-free product upon the market was stressed. In several of the counties the County Commissioners have established weed districts designating certain noxious weeds which must not be allowed to go to seed. The agronomy department furnishes information on methods of eradication. Idaho is the first state to carry on an extensive campaign against dodder by the use of sodium arsenite spray. The use of this poison is still in the experimental stage, but has accomplished the desired results among small seed producers. The work on the eradication of perennials by the spray method is showing promise.

During the biennium weed control excursions were conducted in the various counties with a view to acquainting the farmers with the weeds most harmful to seed production and the best methods of control. During the past growing season 20 such excursions were conducted at which 213 farmers were present.

The result of the last few years' analytical work bring out some interesting features in regard to the fight against noxious weeds, especially dodder. During the year 1920 about 95 per cent of all the samples condemned were condemned on account of dodder. In 1921 of those not passed only about 75 per cent were condemned on account of the presence of dodder. This year's results show that only 51 per cent of the samples condemned failed to pass because of the presence of this weed seed. It is a notable fact that the time spent at meetings, the sending out of circular letters and the writing of press articles was not in vain.

Grain growers have been encouraged to use the hot water treatment for the control of loose smut. Where it has been used, the per cent of loose smut has been reduced from 2 to 5 per cent down to 1/10 of 1 per cent. The treating was done by communities.

Grimm alfalfa seed certification, as a member of the International Crop Improvement Association, has been adopted as a project. In 1921, 175 fields of alfalfa were inspected for the Idaho Grimm Alfalfa Seed Growers Association of Blackfoot, Idaho. These fields were found to be genuine Grimm, tracing to the original Grimm fields of Carver County, Minnesota. Growers from other parts of the state called for a similar inspection this year. There were 49 growers who had genuine Grimm and were able to submit affidavits tracing their

fields to the original plats. The certification of the Grimm seed has aided very materially in the disposal of seed by the growers, as all organizations, before purchasing Grimm, require seed which has a known origin and which meets the International standards adopted by the International Crop Improvement Association of which Idaho is a member.

Corn improvement work has been carried on by the encouraging of seed selection and the adopting of standard, early maturing varieties. Corn growing in the State is rapidly becoming an important farm operation with the development of the dairy industry.

The duties of the State Grain Inspector are carried by this department. A total of 398 samples of grain were received and graded according to the Federal grain standards, during the biennium.

The enforcement of the State Seed Law rests with this department and in accordance with these duties, the inspectors made 231 visits at the establishments of dealers in 60 towns and cities of 31 counties. The objects of these visits were to check up on the different lots of seed being offered for sale as well as to promote a spirit of co-operation in the interests of pure seed.

The work of the Seed Laboratory has increased more than two-fold during the last biennium. From January 1, 1920 to November 15, 1922 the following analyses were made, not including the report of the branch laboratory for 1922.

Total number of tests .....	5812
Germination tests .....	521

During 1921 the Seed Analyst averaged 13 samples per day. Since buying of seed is often done on grade, it is necessary that prompt service be given and so it has been the aim of the department to render quick and efficient service.

Idaho was well represented at the International Grain and Hay Show at Chicago in 1921. In addition to the educational display which attracted much attention, 120 samples of small seeds were entered in competition with the world and 40 premiums were won, amounting to \$512.00. This year two model farms are being exhibited showing rotations, irrigation systems and general arrangement for a 40-acre seed farm and a 40-acre dairy farm. There are also 142 entries from Idaho in the competitive classes.

The 1921 and 1922 Seed Shows held at Nampa and Idaho Falls respectively, were the largest and best ever held in the State from all viewpoints. In addition to the educational features, 826 samples from 34 counties were exhibited in 1921. Over \$1100 were awarded in premiums. At Idaho Falls in 1922 there were 765 entries from 34 counties and \$1500 were distributed in premiums.

#### RODENT CONTROL

Co-operative campaigns for the destruction of rodent pests were conducted in 40 counties during 1921 and in 38 counties during 1922.

A total of 566,275 lbs. of poisoned bait was distributed on a total of 4,254,863.51 acres of land during the two years which resulted in a saving of farm crops and livestock forage valued at \$1,841,450.00. This amount was computed on a basis of the average saving per pound of bait used as reported by farmers for a period of three years, allowance being made for the difference in the price of farm crops for the biennium and the three previous years during which the reports were made. These campaigns were conducted by the Extension Division and U. S. Biological Survey in co-operation with county agricultural agents, county commissioners and farmers. Thirty-three county agents co-operated in this work in 1921, and 27 in 1922. Very helpful assistance was rendered by the county commissioners in practically all of the counties in which campaigns were carried on in the way of advancing funds to buy poison materials and putting in operation the compulsory rodent control law. Ten thousand two hundred forty-seven landowners actively co-operated during the year 1921 and 10,503 during 1922, making a total of 20,750 landowners who actively co-operated in destroying rodent pests during the biennium. Total funds expended in rodent control work by the Extension Division, U. S. Biological Survey, county commissioners, and landowners during the biennium amounted to \$138,797.88. Of this amount \$81,779.54 was expended in 1921, and \$57,018.34 in 1922.

In order to encourage the poisoning of rodent pests and to make funds available for the buying of poison supplies go as far as possible, arrangements have been made by the U. S. Biological Survey and the Extension Division whereby strychnine and saccharine are bought directly from the manufacturers and distributed to the farmers through the Extension Division at cost. In this manner a total of 31,628 ounces of strychnine and 4,339 ounces of saccharine was supplied to farmers at a total cost, to them, of \$47,088.84. As the average retail prices in Idaho were about \$2.50 per ounce for strychnine and \$1.00 per ounce for saccharine in 1921, during which time 16,117 ounces of strychnine and 2,561 ounces of saccharine were distributed to farmers under this arrangement and during 1922 when 15,511 ounces of strychnine and 1,778 ounces of saccharine were distributed which if purchased at retail prices would have cost an average of about \$2.20 per ounce for the strychnine and 80c per ounce for the saccharine, these materials if they had been purchased at retail prices would have cost the farmers a total of \$78,400.20. Therefore, the total saving in the purchase of these supplies alone to the farmers of the State amounted to about \$31,311.36.

The ground squirrel control campaign was conducted in 39 counties during 1921 and in 38 counties during 1922. In this campaign a total of 476,128 lbs. of poisoned bait was distributed on a total of 2,976,838 acres of land during the two years. Of the total area treated, 811,406 acres were Federal and State land on which a total of 106,916 lbs. of poisoned bait was distributed under the direct supervi-

sion of and furnished by the U. S. Biological Survey and Extension Division. Each year since the intensive ground squirrel poisoning operations were undertaken in Camas County where an entire given area of land, including Federal, state and private lands, was treated by a party of men hired especially for the purpose under the direct supervision of the rodent control department, requests for this kind of work have increased because of its effectiveness. These requests have been complied with in so far as funds provided for this department will allow such action. As a large proportion of the land in this state is Federal, the amount of such work that can be undertaken is limited because of the expense incident to treating the public land since this expense has to be taken care of by this department. However, during the biennium a total of 146,642.82 acres was treated under this system at an average cost of 9.41c per acre for the 42,807 acres treated in 1921, and 6.1c for the 103,835.82 acres treated in 1922. At the present time farmers have requested that more than 200,000 acres be treated in this manner during 1923, and more requests are expected. Under this system the treatment of every acre of land necessary in given areas in a thorough manner is assured, and the results obtained are very satisfactory. This kind of work is done under the provisions of the Idaho rodent control law which, when put in force, requires the treatment of all privately owned land within a designated area by the various landowners. If this work is not done, the law gives the county commissioners authority to hire the work done and the cost is charged against the land in the form of taxes. It is readily seen in order to make this work effective the Federal and state land in these areas have to be treated also, and the treatment of all the land has to be directly supervised by one organization.

The co-operative campaign for the control of pocket gophers was conducted in 9 counties during 1921 and in 11 counties during 1922. A total of 4,027 pounds of poisoned bait was used on a total of 342,865.51 acres of land. Considerable trapping was also done in this campaign.

A campaign to control field mice was conducted in orchards in Ada, Canyon, Gem and Twin Falls counties. The field mice were more numerous in this state during the fall of 1921 than has been recorded for previous years, and a material loss in fruit trees occurred in some localities by the mice girdling the trees. However, the situation was quite successfully improved where it was known that damage was being done and steps were taken to check the ravages of this pest by the use of poisoned wheat and the cleaning away of trash in the orchards. A total of 17,785 pounds of poisoned wheat was used on a total of 9,710 acres of orchards.

Operations for the control of jack rabbits were carried on in 13 counties in 1921 and in 11 counties during 1922. A total of 68,335 pounds of poisoned bait was used in poisoning this pest on 925,350 acres of land during 1921 and 1922. A person will get some idea of

the abundance of rabbits and the effectiveness of the control measures by the results obtained in Lincoln County during the winter 1921 when 168,166 rabbits, by actual count, were killed in that county alone. During the winter months of 1922 co-operators reported the destroying of 640,050 rabbits, by actual count, by means of poisoning and driving in the several counties where campaigns were conducted.

### ENTOMOLOGY

The entomological work during the past two years has been chiefly spent with two insects: the alfalfa weevil and the grasshopper. Many other pests have claimed attention some of which will prove to be very destructive in years to come. Among these are wireworms, fruit-tree leaf rollers, Mormon crickets, cutworms and peach-tree borers. Probably the most destructive pest on a cultivated crop in Idaho is the codling moth. Its work is so insidious and extends all through the growing period that we are not fully aware of the amount of its damage until packing time. Besides, people have seen wormy apples for so many years that they take them for granted. The damage this year will average at least 25 per cent of the crop giving a monetary loss of over \$900,000.00. The alfalfa weevil will have caused a damage of at least half a million dollars while the loss due to grasshoppers is nearly as much.

The alfalfa weevil has now infested twenty-eight counties, but is probably at its worst in Payette County. In the Little Willow community in that county, this insect is responsible for the direct loss of over 50 per cent of the alfalfa hay crop. In the northern part of Canyon county the weevil was very destructive, especially around Parma. Near Carey, in Blaine county the weevil caused a loss of nearly 50 per cent as they were not prepared to fight it and had to cut their hay early. During the past year it was found to have spread quite considerably in Gooding county. A year ago, but a single adult was found at Hagerman and this year it is in at least one-third of the county.

The grasshoppers were unusually numerous and destructive during the past year and will continue to be a limiting factor of agriculture as long as there is so much uncultivated land where they can breed. In Bingham county alone they destroyed 25 per cent of the alfalfa seed crop while in Oneida they not only caused a loss of 33 1/3 per cent of the alfalfa seed crop, but they destroyed 4 per cent of the grain on 25,000 acres. In Twin Falls county some of the seed crop was destroyed. One farmer claims to have saved \$10,000 worth of crops by the prompt use of poison bait. In many cases the damage would have been at least 50 per cent if measures of control had not been adopted.

One of the biggest insect problems, not only in Idaho, but in many other states as well, is the control of wireworms. This pest has been very serious in the Boise Valley, although it by no means confines its

attacks to that region. There has been, up to the present time, no satisfactory means of control for this pest.

Within the past few years the fruit-tree leaf-roller has spread quite generally over the state, although it is not numerous enough in most places to do the damage that it is capable of. It is quite bad in Gem county as well as Kootenai county where it spread from the Spokane Valley in Washington. One orchard in Twin Falls county was damaged nearly 50 per cent by this pest. Within a very few years it will prove to be much more serious than the codling moth, if better control measures are not found.

The extension Entomologist and the Experiment Station Entomologist have outlined a unified program of work which will show better and bigger results giving a maximum of service and at the same time cutting down the expense of the work. Through this plan a crop pest survey has been made for the year and will be continued from year to year. Also a collection showing the different insect pests of the state is being built up to aid in determining the species doing the damage.

#### **EXTENSION MOVABLE SCHOOLS**

A series of extension movable schools was carried on in 30 counties of the state during the winter of 1921-1922. It was the object of these schools to get before the people the purpose of extension work and to interest bankers, merchants and other urban people in the farmers' problems. During the winter there was a total of 68 schools held with 261 sessions. There was an attendance of 34,515 persons at all sessions of the schools with approximately 14,915 individuals reached. There were 21 specialists from the extension division and 10 instructors from the University teaching staff who took part in the meetings. One hundred and fifteen local speakers were used in addition to the University and extension faculty.

#### **DISCONTINUED PROJECTS**

During the biennium 1921-1922 the following projects were discontinued on account of insufficient funds: Soils, Farm Management, Home Health.

Respectfully submitted,  
L. W. FLUHARTY,  
*Director of Extension.*



**REPORT OF LEWISTON STATE  
NORMAL SCHOOL**





# LEWISTON STATE NORMAL SCHOOL

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## REPORT OF THE PRESIDENT

### *To the Commissioner of Education:*

The Lewiston State Normal School was founded in 1893, its purpose and aim being "The Training and Education of Teachers in the Art of Instruction and Governing in the Public Schools of the State and of Teaching the Various Branches that Pertain to a Good Common School Education." In accordance with the policy of the State Board of Education, the Lewiston State Normal School is specially authorized to prepare teachers for the rural and graded schools of the State.

The courses offered are carefully selected and are developed to meet some direct demand for the training of the various types of teachers required in the service of the state.

All departments of the School are in the hands of skilled instructors who are working faithfully for the development of the highest and most efficient type of teachers.

### COURSES

The State Board of Education has authorized the Lewiston State Normal School to meet the present demands in Idaho by offering the following courses: Rural or General, Primary, Intermediate, and Junior High School.

The courses have been modified to improve the preparation and meet the individual needs of those preparing for work in the schools of the State as approved by the State Board of Education. The School aims to develop special types of teachers for work in specific grades and to co-operate with the school officers in preparing such teachers as they may need.

### ENTRANCE REQUIREMENTS

The requirements of the State Board of Education in accordance with the spirit and intent of the law, place entrance to the Normal School upon the basis of graduation from a standard High School. Many of the students have already had teaching experience. They are self-reliant, serious minded and work with a definite purpose and aim. The Normal School is endeavoring to impress upon these students the many opportunities which are open in the teaching field to the well trained, competent teacher.

**ENROLLMENT**

Classified by Years of Course:	1920-1921	1921-1922
Seniors .....	84	116
Juniors .....	124	209
Specials:		
In Special Courses .....	28	34
In Piano Courses .....	31	1
In Extension Courses .....	41	—
Actual number enrolled in the Regular Session .....	311	360
Actual number enrolled in Summer Session .....	430	465
Actual number Boise Branch Summer Session .....	250	290
Total for the entire year .....	991	1115
Classified by Course Pursued:	1920-1921	1921-1922
Primary .....	49	55
Junior High School .....	28	31
Intermediate .....	17	44
General .....	19	42
Home Economics .....	10	7
Physical Education .....	1	1
Rural .....	84	145
Special .....	28	34
Piano Specials .....	31	1

The enrollment of children in the Training Schools is not included in the above totals. The enrollment in the graded training school in 1921-1922, not including the summer training school (which registered 123) was 164. The five rural training centers enrolled approximately 175.

**1922-1923 SESSION****First Quarter**

Number of Students enrolled in the various certificate courses:

Junior High School .....	20	Seniors .....	24	Juniors .....	24
Intermediate .....	26	Seniors .....	29	Juniors .....	29
General .....	16	Seniors .....	80	Juniors .....	80
Primary .....	30	Seniors .....	24	Juniors .....	24
Number of Seniors enrolled .....					92
Number of Juniors enrolled .....					157
Special students enrolled .....					19
Total enrollment for first quarter, 1922-1923 .....					268

**Training School Enrollment:**

Primary Department .....	63
Intermediate Department .....	38
Junior High School Department (seventh and eighth grades) .....	30
Total number in the Training School .....	131

**Enrollment Totals**

Total enrollment (including school children) for the last biennium, 1919-1920 .....	1116
Total enrollment (including school children) for the present biennium, 1921-1922 .....	2374

### CERTIFICATION

The Lewiston State Normal School issues the following certificates and diplomas:

*Second Grade Certificate* to the holder of a Third Grade Normal School Certificate who has taught successfully for at least eighteen weeks, upon the satisfactory completion of one additional quarter's work. This certificate is renewable once upon the satisfactory completion of nine week's additional work, providing the applicant has taught successfully.

Candidates for the First Grade Certificate who do not satisfy the teaching requirement may be granted the *Third Grade Certificate*.

*First Grade Certificate* upon the satisfactory completion of one year or four quarters, including practice teaching in a rural training center, or upon the satisfactory completion of more than four quarters, including practice teaching in the city training school.

*Life Diplomas* are issued upon the satisfactory completion of the two-year Normal School course, and are designated as Primary, General, Intermediate, or Junior High School.

The following table gives the number of Diplomas and the number and class of Certificates granted since 1919:

	Diplomas	First	Certificates Second	Third	Total
1919	53	112	94	76	335
1920	63	165	117	71	416
1921	70	133	159	125	487
1922 (to Nov.					
15)	98	157	168	119	542
Total for 1918-1920					751
Total for 1920-1922					1029

The following is the enrollment by counties and states for the year 1921-1922:

Counties of Idaho			
Ada	9	Idaho	20
Adams	2	Kootenai	11
Benewah	1	Latah	35
Blaine	2	Lewis	13
Bonner	10	Lincoln	1
Bonneville	2	Nezperce	121
Boundary	1	Owyhee	2
Butte	1	Payette	7
Canyon	11	Shoshone	10
Clearwater	11	Twin Falls	2
Elmore	4	Washington	11
Gem	4		

States			
Idaho	291	Missouri	1
Washington	54	Illinois	1
Oregon	8	Canada	1
Montana	2	North Dakota	1
Indiana	1		
Total enrollment by counties of Idaho	291		
Total enrollment by states	360		

### **APPOINTMENT COMMITTEE**

For the past fourteen years the Lewiston State Normal School has maintained a special committee on appointments. The purpose of this committee is, first, to foster a spirit of interest and co-operation between the School and Public School officials; second, to assist every one who has had training in this School to secure the kind of position for which he is best fitted by education, training and personality, in order that he may serve the State with credit to himself and to the educational interests involved. The following brief statement of the work of the committee indicates what has been accomplished during the year 1921:

Approximate number of vacancies and requests for nomination of teachers—800. Approximate number of letters of nomination and recommendation—650. Approximate number of reports of efficiency received—700.

### **LIBRARY**

The library, with office and workroom adjoining, is located on the first floor of the new Administration Building, thus being conveniently accessible to the students, who use it as a reference and study room. It is a pleasant room, large and well lighted, and equipped with suitable white oak furniture of standard library make, and with Art Metal book stacks. On its shelves are approximately 6,600 volumes. Its magazine section contains about 100 weekly and monthly magazines.

A file of mounted pictures, for the use of the Training School, is in process of preparation and will be classified by subjects and arranged in a vertical file where students may have free access to them.

### **CITY TRAINING SCHOOL**

The city training school, which is located on the Normal School Campus, is a graded school consisting of all the grades from the first through the eighth and is organized as follows: Primary department, grades one to four; intermediate department, grades five and six; and Junior High School, grades seven and eight.

The function of the city training school is to typify the proper procedure and equipment of a good elementary grade school, and to serve as a laboratory for the demonstration of principles and methods of teaching. The training school also offers to teachers-in-training the opportunity for actual teaching under expert supervision and under conditions that approximate the conditions which they will meet in their work as teachers. That the time spent in observation by the teacher-in-training may be of the greatest value it is necessary that the teaching done in the training school be of a high order. To this end only competent supervisors and instructors of experience are employed and only students of advanced standing are allowed to teach, and then only under the direction, observation and criticism of the supervisors.

### **TRAINING SCHOOLS FOR RURAL TEACHERS**

Data taken from special reports from County Superintendents in September, 1921, indicates that of the common schools of Idaho, approximately 60 per cent are one-room rural schools, 15 per cent are two-room rural schools, 5 per cent are three-room rural schools, and 4 per cent are four-room rural schools, a total of 84 per cent being one, two, three or four-room rural schools.

The importance and necessity of the work of the Lewiston State Normal School in training rural teachers is shown by the above figures. During the past biennium the rural training centers have given at least 9 weeks of practice teaching to a total of 226 students.

At the present time the Lewiston State Normal School maintains five Rural Training Centers varying in distance from Lewiston from 5 to 20 miles. These schools afford the students who will teach in rural districts the opportunity to work out, under skilled supervision, the better principles and more fruitful methods of class room practice.

These rural training schools are conducted as typical rural schools and it is intended that they approximate the actual conditions which exist in the rural schools throughout the State, while at the same time pointing the student toward improved school materials, buildings, equipment and practices. Six students are sent to each of these training centers each quarter of 9 weeks. The students live in the community, devoting their entire time to the study of the school and the community problems. They are encouraged toward the development of community leadership; they observe the work of the school and make a study of special rural school methods, materials and practices and they gradually take over the work of class instruction and management during the quarter spent at the training center.

Each training center is in charge of a member of the Normal School faculty who is a skilled supervisor with special training and experience in rural school teaching. A school dormitory is maintained at each of the centers, where the supervisors and students live together, on a co-operative plan. The actual cost for board, fuel, lights, etc., at these dormitories is approximately \$3.50 per week. At three of these centers the dormitory is owned by the State. At the other two centers a dwelling is rented for dormitory purposes.

### **STATE RURAL SUPERVISOR**

The gap between the student teacher's work in the Normal School and her work in her isolated rural school has been bridged by the employment of a State Rural Supervisor, who works in co-operation with the State Superintendent, the State Board of Education, the County Superintendents, and the Normal School. During the past year the Rural Supervisor of the Lewiston Normal School has spent three-fourths of her time in visiting schools in the first congressional district.

### **IDAHO RURAL TEACHERS MONITOR**

This is a small magazine published monthly by the Rural Department. Its purpose is to carry help and assistance of various kinds to the rural teachers of the State. It is sent free to all rural teachers and serves to keep these teachers in touch with the Normal School as well as to stimulate the members of the Normal School faculty toward interest in rural school problems.

### **PUBLICATION**

During the past biennium a number of special subject bulletins have been issued by the Lewiston State Normal School. These bulletins are "The Testing and Teaching of Silent Reading," compiled by the department of Tests and Measurements; "Suggestive Outlines of the Courses of Study as Followed in the First Four Grades of the Training School," compiled by the Primary Department; "Occupational Seatwork and Study Activities for Rural Schools," compiled by the Rural Department; and the "Pageant Bulletin," by the English Department. Aside from these special bulletins the general catalog is published annually and also the summer school bulletin.

### **OTHER ACTIVITIES**

The extension work of the Normal School is varied and wide in its scope and is steadily growing in its helpfulness. Babcock Milk Testers are loaned to those communities requesting them, and sets of school libraries, picture collections, Victrolas and records, lantern slides and printed material are also loaned.

The Normal School is interested in the work of the Idaho State Teachers' Association. The official organ of this association is the Idaho Teacher, the editor-in-chief of which is a member of the Normal School faculty.

### **TESTS AND MEASUREMENTS**

The Department of Tests and Measurements was organized in September, 1919, and the department has distributed at cost to the superintendents of the State approximately 18,500 intelligence tests, 26,000 silent reading tests, 17,000 arithmetic tests, 4,800 language tests, 1,700 geography tests, 7,200 history tests, and in addition 900 writing, spelling and composition scales and other tests. The total number of tests used was approximately 76,100 and the total number of pupils tested is, in round numbers, 17,800.

During the past two years the department has rendered the following services in the State in addition to the distribution of standardized tests as listed above:

1. Conducted a state-wide survey of the mental, educational, and social status of the eighth grade pupils involving about 1250 pupils from every section of the state.

In carrying out this program, standardized tests were given in the following subjects: Reading, arithmetic, spelling, language, writing, history, geography, composition, and general mental ability.

2. Conducted a survey of educational conditions in nineteen counties in the state in rural schools.

3. Conducted a survey to determine the amount of retardation in the schools of the state.

4. Conducted a survey of the mental abilities of first grade pupils in a Class A school system.

5. An investigation of the mental and educational status of fifth grade pupils in the state similar to the survey made for the eighth grade.

6. An investigation to determine by experiment the values of different methods of teaching.

#### **SUMMER SESSIONS**

The summer sessions are nine weeks in length, corresponding to a quarter during the regular school year. The work done during the summer quarter receives the same credit as that of the quarters during the regular term.

#### **BOISE BRANCH OF THE LEWISTON NORMAL SCHOOL**

During the summers of 1921 and 1922 branch sessions have been conducted in Boise under the direction of the Lewiston State Normal School. In 1921 there were 250 students enrolled in this school and in 1922, 290 students were enrolled. The 1922 summer session of the Lewiston State Normal School was larger than any previous summer session, with an enrollment of 465. Students from all sections of the state, as well as from Washington and other neighboring states, were enrolled. In addition to the regular Normal School courses, the required courses for those seeking County and State Certificates were offered during the summer session.

These summer sessions were financed in part by the tuition paid by the students.

#### **STUDENT AID**

The school aids students in finding opportunities for self help, especially those who must find some means of paying expenses while pursuing Normal School work. The most profitable means of self-support for young women are assisting in the care of private homes, (the usual compensation for such services being room and board), caring for children, serving in private homes for social occasions and assisting with sewing. During the past year many of the young women have secured part time work in the business houses of Lewiston. Sources of income for young men are assistant janitor work, care of lawns and gardens and clerking in stores during the busy season.



To meet the demand for self help, the Dean of Women and the Advisor for Men give special aid and maintain a special employment bureau.

#### **STUDENT LOAN FUND**

This fund is used to assist students who find that for financial reasons they are unable to continue their Normal School work. The total amount of the fund is \$1,005.08. \$225.00 of this amount has been donated by the Tscemicum Club of Lewiston. During the past year a historical pageant was given in the Normal School auditorium, and the net proceeds from this, \$358.68, was donated to the Loan Fund. The balance of the money has been received through the sale of bonds, and other funds donated by the student body, through the Y. W. C. A., the Boise Columbian Club, and by individuals who desired to aid students. Loans do not exceed \$50.00. No interest is charged. During the past two years 29 individual loans were granted, totaling \$1405.00.

#### **HEALTH AND ACCOMMODATIONS.**

The health of the students is carefully safeguarded, both by the Department of Physical Education and by those in charge of the living arrangements and the disciplinary supervision of students. Careful attention is given to the preparation and serving of meals at Lewis Hall, and the school also endeavors to keep in touch through the Dean of Women with the living conditions of students outside of the hall and to aid them in establishing and maintaining wholesome standards of living.

Lewis Hall, the dormitory for women, is under the immediate supervision of the Dean of Women. The commodious living-room, library, and dining room, with their artistic finish and large open fireplaces, form the centers for social life of the type which contributes especially to the general culture of the student body.

Besides Lewis Hall, rooms in private homes in the best residence section of the city surrounding the Normal School are obtainable for students.

It is hoped that a new girl's dormitory, proposed to be built by private capital, will be available for the opening of the summer session.

#### **STUDENT ORGANIZATIONS AND ACTIVITIES**

The policy of the Normal School to conduct all its internal affairs in a democratic way is expressed in the Associated Students' organization, which operates under a constitution providing for the conduct of all student activities by the students themselves. Members of the faculty co-operate in an advisory capacity.

The expense of the student activities is paid from a common fund which is derived from the fees paid by all students in attendance.

### SUBSIDIARY ORGANIZATIONS

Under the direction of the Associated Students' organization are several subsidiary organizations, which occupy an important place in the student's school life.

The Galilohi Club is interested in literary and dramatic affairs.

The Science Club was organized for the benefit of those students who are especially interested in science.

The Glee Club affords pleasure and profitable training to many students who have vocal ability.

The L. G. S. T. Club is a small informal organization to which students and faculty may be elected.

The Phi Beta Sigma has as its purpose the promotion of teaching as a profession.

The R. F. F. S. S. is an organization composed of students and faculty of the rural department.

Athletics received considerable attention from the students, although there is no formal club organization. The usual athletic activities receive hearty support from the student body. Basket ball for both men and girls is a part of the work of the year.

The "Lewistonian," which is issued once a month, is a paper which is financed largely through the generous support of Lewiston advertisers. It is managed by a student staff in co-operation with a faculty advisor.

The "Elesenes" is the Senior Annual, produced by the staff of the Senior class. The title is a phonetic expression of L. S. N. S.

### IMPROVEMENTS TO SCHOOL PLANT

*Increased Dining Facilities.* During the spring of 1921 excavations were made under the north wing of Lewis Hall and retaining walls built. The space thus secured is used for the kitchen of the Lewis Hall dining room. The partitions between the old kitchen, serving room and dining room were removed and the capacity of the dining hall thus increased from 90 to 150 persons. It is possible, because of this increased capacity, to provide meals for two-thirds of the non-resident students attending the Normal School. These changes were made at an expense of approximately \$4,500.00.

*Increased Heating Plant.* With the heating of the new administration building, it became necessary to install an additional boiler. The heating plant now contains three boilers capable of producing sufficient heat for all the buildings on the campus at this time. The expense of operation, however, is too great, due to the fact that the furnaces are of a type which makes it necessary to burn a high grade of coal. The cost of the improvement in the heating plant was included in the appropriation for the new administration building and the appropriation for the ventilating system.

*The new administration building.* The new administration building, begun in August, 1918, was not completed until October, 1921.

The building cost approximately \$150,000.00. This building contains the assembly hall, the library, the administration offices, and seven class rooms. It was impossible, with the funds available, to complete the basement, which will contain six additional class rooms, lavatories, lunch room, and the store rooms necessary for the proper storage of supplies and equipment.

The new assembly hall has been equipped with opera chairs, and the stage with beautiful draperies, which make it a most pleasing auditorium well adapted to the needs of the school.

### THE TRAINING SCHOOL

The old administration building has been converted into a training school and contains also several Normal School class rooms. The building has been partially remodelled the better to accommodate students and pupils. This has been done with little expense by the removal of partitions, and increased facilities in lavatories and toilets. The expense for this work did not exceed \$500.00.

### CAMPUS

It has been necessary to provide walks connecting the various buildings. These walks were completed during the present year, and the campus is now well supplied with cinder paths and concrete walks. The driveways have been graveled and all buildings on the campus are easily accessible.

### NEEDS

*Completion of the basement of the new administration building.* The fact that the attendance during the past biennium has more than doubled, and that the present attendance is the largest in the history of the school, makes it imperative that provision be made for meeting the needs of the students enrolled. The training school has the same number of rooms it had ten years ago, with a small increase in enrollment. In the intermediate department there are twenty-four student teachers and only thirty-eight pupils enrolled. The training school should be gradually increased until the opportunities for practice teaching have been doubled. At least three additional rooms should be provided. This will make it necessary to remove from the building the Normal School class rooms. With the attendance as great as it was during the past summer school, every available room and hallway must be used for class room purposes. It is very necessary, if the present high standard be maintained, that additional room be provided. The only available space for the needed extension is the basement of the new administration building. A request is therefore made that the basement of the new administration building be completed. The expense, according to the architect's estimate, will be approximately \$10,000.00. This amount will cover the cost of brick partitions, furred ceilings, plastering, floor, finish, and painting.

*The Heating Plant.* The heating plant, while adequate for the heating of the buildings on the campus, is so expensive in operation that it is believed that by the installation of tubular boilers and automatic stokers enough may be saved on the purchasing price of coal during the biennium to pay more than one-half the cost of their installation. It is necessary, with the present boilers, to use a stove preparation of coal which costs at the mine \$4.25 and freight \$5.63, making the cost per ton f. o. b. Lewiston \$9.88. If slack were used it would cost at the mine \$1.85 and for freight \$5.06, making the cost per ton f. o. b. Lewiston \$6.91. This would save \$2.97 per ton, or more than one-fourth of the estimated fuel cost for the biennium. The installation of tubular boilers and automatic stokers would cost \$8,500.00. An appropriation of that amount is therefore requested.

#### REPAIRS

*Improvements.* The buildings on the campus have not been painted since 1919. Repainting is necessary on every building except the new administration building. Attention is also called to the fact that the plumbing fixtures in the older buildings are old and worn, and are in need of repairs and replacement, so that the request for \$5304.80 for repairs to buildings is only reasonable.

#### IMPROVEMENTS ON CAMPUS

The ground donated by the city of Lewiston has never been properly planted and parked. Improvements are needed as follows: For grading, \$150.00; for the water system to maintain the lawn, \$600.00; planting of trees and shrubs, \$200.00; and for 380 feet of curbing along the driveways about the new administration building, \$228.00. A request, therefore, totaling \$1,258.00, is made for campus improvements.

Reports of expenditures for the past biennium and budgets for the next biennium are transmitted herewith.

Respectfully submitted,

O. M. ELLIOTT,

*President.*



**REPORT OF ALBION STATE  
NORMAL SCHOOL**



# ALBION STATE NORMAL SCHOOL

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## REPORT OF THE PRESIDENT

*To the Commissioner of Education:*

### ESTABLISHMENT

The Albion State Normal School was established in 1893 by a special act of the second Legislature of the State of Idaho. The exact wording of this Act is as follows: "Be it enacted by the Legislature of the State of Idaho that a Normal School for the State of Idaho is hereby established at or near the town of Albion, in Cassia County, to be called the Albion State Normal School, the purpose of which will be for training and educating teachers. \* \* \* \*"

### THE PLANT

The School received no direct appropriation from the Second Legislature but through the generosity of the citizens of Albion \$3000.00 was raised and with this a small two-room, two-story stone structure was erected on a site of five acres donated by the Hon. J. E. Miller, then a resident of Albion. Thus the institution had its beginning. By acquisition of more land and the erection of buildings as they were needed the Normal School plant has grown until at the present time it consists of six large modern buildings on a campus of thirty-one acres. The six buildings are as follows: Administration Building, Training School, Axline Gymnasium, Hansen Hall (Women's residence), New Hall (Women's Residence), Miller Hall (Men's residence). All the buildings are two stories in height with full basement with the exception of the Training School Building which, in accordance with the rules of modern school architecture, is one story in height. All buildings are brick with stone foundation with one exception, New Hall, the upper floor of which is stucco.

### PURPOSE

The purpose for the establishment of the Normal School "for training and educating teachers in the art of instruction and governing in the Public Schools of the State, etc." has always been strictly adhered to by those in charge of the institution. The Albion State Normal School recognizes that its field of activity is large, that the importance of the nature of its work and the necessity of efficient accomplishment of such work is second to no other line of educational work, and, therefore, has no desire or reason to venture into other fields of educational labor.



### COURSES

The State Board of Education on March 17, 1922, adopted a uniform curriculum to be used by both state normal schools of the state. This curriculum is made up of four courses, each leading to a life diploma in the public schools of Idaho. The courses are as follows:

Primary, valid in grades one to four, inclusive.  
 Junior High, valid in grades seven to nine, inclusive.  
 Intermediate, valid in grades one to eight, inclusive.  
 General or Rural, valid in grades one to eight, inclusive.

The work in the new curriculum has started very nicely and the unanimous decision of the faculty of the School is that this newly adopted curriculum of both general and special courses will make for better schools in the state.

### ATTENDANCE

The biennial period, 1921-1922, has seen a marked difference over that of the 1919-1920 period in the way of attendance at the Normal School. The marked increase in attendance has been a feature of both the regular school year and the summer quarter. This increase in attendance can best be appreciated from the tables appearing below:

#### Regular School Year Enrollment

Enrollment for the year 1919-1920.....	91
Enrollment for the year 1920-1921.....	101
Enrollment for the year 1921-1922.....	181
Enrollment for the year 1922-1923 (est.).....	275

#### Summer Quarter Enrollment

Enrollment for Summer of 1919.....	255
Enrollment for Summer of 1920.....	339
Enrollment for Summer of 1921.....	341
Enrollment for Summer of 1922.....	419

From all indications the enrollment for 1922-23 will go beyond the estimate given above. The opening enrollment at the end of the first week of this school year was 80 per cent greater than the enrollment at the same time last year. The last biennial report of the School states the enrollment of the Normal School December 1, 1920, was 75. The enrollment December 1, 1922, will be above the 200 mark. This shows an increase of 166  $\frac{2}{3}$  per cent in enrollment between the two biennial reports.

Reservations for the winter quarter show there will be a decided increase in the enrollment at that time.

In taking into consideration the attendance at the Normal School it must be remembered that the School accepts as students only those who are graduates of accredited high schools or have had an education equivalent to same.

It is pleasing to note here that the attendance of young men at the Normal School is assuming pre-war conditions. Forty-six young men are now enrolled, this being the largest number ever enrolled as bona fide normal school students. This excellent enrollment of young men has enabled the Normal School to resume its former place in the athletic activities of the Southern Idaho Conference League.

#### Summary of Attendance 1920-21

Students taking regular work.....	435
Students taking special work music department.....	43
Students taking special work extension department.....	77
Students taking special work manual training.....	5
	<hr/> 560
Students counted twice .....	36
	<hr/> 524
Students in Training School.....	197
Total Enrollment .....	<hr/> 721

#### Summary of Attendance 1921-22

Students taking regular work.....	519
Students taking special work, music department.....	38
Students taking special work, extension.....	35
	<hr/> 562
Students in Training School.....	177
Total Enrollment .....	<hr/> 739

The enrollment by courses at the present time is as follows:

Primary Teachers' Course .....	40
Intermediate Teachers' Course .....	56
Junior High School Teachers' Course .....	33
General or Rural Teachers' Course .....	44
Unclassified .....	7

#### SUMMER SCHOOL

The summer schools at Albion have always been very popular and therefore have had excellent enrollments. Despite the fact that there were three other summer schools in southern Idaho this past year the enrollment at Albion was second highest in the state. The Albion valley usually has a very enjoyable climate the year round and especially is this true during the summer months. Rarely is the heat of the day oppressive and the nights are always cool. Students find such a climate conducive to good strong work. Teachers who

have taught throughout the year find Albion a very pleasant way in which to spend the summer months and advance in certification. The physical environment of Albion offers summer school students an opportunity of combining study with recreation.

Formerly the majority of summer school students were experienced teachers who used their summer study to advance in certification along the county and state route. Gradually more and more regular normal school students attended the summer quarters and graduates just out of the high schools of the state came to the summer quarters to qualify for their first teaching certificates. At the present time most all summer school students are on the normal school route of teacher certification. Many teachers who graduated from the Normal School in past years are now attending the summer quarters in order to keep abreast of modern methods and to avail themselves of the new courses offered. Due to the present laws regulating the certification of teachers, the attendance at the summer quarters will possibly not be, for a few years at least, as large as it has been the last few years. The summer schools at Albion draw their students from the whole southern part of the state. Thirty-one counties had students at the 1922 session, Twin Falls county sending the largest number, 80, with Minidoka county in second place with 58.

The School issues a special summer school announcement each spring.

#### **CERTIFICATES AND DIPLOMAS**

The Normal School grants a life diploma to all students who satisfactorily complete the full two-year course. There are four classes of such life diplomas conforming to the four courses of the curriculum. The first grade normal school certificate, valid for three years and not renewable, is granted to all students who satisfactorily complete the first year of any life diploma course. No student is permitted to enter the Normal School as an applicant for a normal school certificate or diploma unless she or he presents a certificate of good moral character and evidence of graduation from an accredited high school or evidence of an education equivalent to same. The Normal School guards very carefully its power of teacher certification in order that it may send out only the best qualified young people to the schools of the state.

Below are two tables, the first giving in detail teacher certification granted by the Normal School during the last biennium, the second giving an interesting comparison of the certification granted this biennium as compared with that granted during the preceding one. Many teachers qualify for county and state certificates through courses offered by the Normal School, but no record is kept of these certificates since such certificates are granted by the county and state even though work for such is done at the Normal School.

**Diplomas and Certificates Issued During Biennium**

	1921	1922
Life Diplomas .....	50	68
First Grade Certificates .....	67	107
First Grade Certificates Provisional .....	5	5
Second Grade Certificates .....	60	69
Second Grade Certificate Renewals .....	2	25
Third Grade Certificates .....	90	73
<b>Total Issued Each Year.....</b>	<b>274</b>	<b>347</b>
<b>Total Issued During Biennium .....</b>	<b>621</b>	<b>621</b>

**Comparison of Certificates Issued During Last Two Bienniums**

	Life Diplomas	Certificate	Both
Biennium 1919-1920 .....	61	287	348
Biennium 1921-1922 .....	118	503	621
<b>Percentage of Increase of present over preced- ing Biennium .....</b>	<b>93.5%</b>	<b>75.2%</b>	<b>78.5%</b>

**ALBION TEACHERS**

The most sane judgment of the work of the Normal School must be governed by the number and quality of the teachers it sends out into the teaching field. The Albion Normal is justly proud of the records being made all over the State of Idaho by these young people. County superintendents, school superintendents, school trustees, and school patrons now realize that normal school trained teachers are far more apt to have the proper educational viewpoint than others. The training given normal school graduates is practically all applicable in the grades and the junior high schools of the state. The Normal School looks upon its graduates as its best advertisement. The institution cannot fill nearly all the calls made on it for teachers. Schools from surrounding states are calling for Albion trained teachers but it is the policy of the School to keep, as far as possible, its trained young people for service in the State.

During the last two years, as soon as the schools of the state were in session, surveys were made for the purpose of finding out the number and geographical distribution of Albion trained teachers. For this work the southern 32 of the 44 counties of the state were selected. The results are given in the following table, the number after each county representing the percentage of Albion trained teachers in the county.

**Percentage of Albion Trained Teachers in the Southern 32 of the 44  
Counties of the State for the Biennium 1921-1922**

Ada .....	19.2	Jefferson .....	44.5	Camas .....	27.6
Bannock .....	23	Bingham .....	31	Canyon .....	14.5
Bear Lake .....	29	Blaine .....	23	Caribou .....	13
Gem .....	15.5	Bonneville .....	34	Cassia .....	65
Gooding .....	27.5	Butte .....	23	Clark .....	16.5

Custer .....	15	Lincoln .....	20.8	Power .....	31.6
Elmore .....	20	Madison .....	31	Teton .....	20
Franklin .....	34	Minidoka .....	40.5	Twin Falls .....	40.5
Fremont .....	28.7	Oneida .....	30	Valley .....	16
Jerome .....	50.3	Owyhee .....	21	Washington .....	12.5
Lemhi .....	13.5	Payette .....	23		

### TRAINING SCHOOL

For a training school, the Normal School has the grades of Consolidated School District No. 3, which includes former school districts Nos. 1, 2 and 3, the first being the village school, and the other two being two rural districts. By having all the children of the consolidated district and not just selected groups the young people doing practice teaching encounter the actual school conditions they will meet when they leave the Normal School. It is hard to imagine a better arrangement for teacher training and the success of Albion trained teachers, to a great extent, is undoubtedly due to such excellent training school facilities. Especially is it fortunate in having such a training school on the Normal School grounds as with such an arrangement, heads of departments and other instructors are able to use the school for demonstration and experimental work at any time the school is in session.

The training school staff is composed of the supervisor, six critic teachers, and five teachers of special subjects. By mutual agreement with the trustees of the consolidated district, the district pays \$3600.00 a year on the salaries of the critic teachers. It also furnishes library books, pianos, and other equipment for the training school.

The enrollment of the training school averages about 135 throughout the regular school year. During the summer quarter the first six grades are in session as a practice school for the accommodation of the summer session students.

### RURAL SUPERVISION

By mutual arrangements the State Department of Education and the two normal schools of the State, inaugurated a system of rural supervision with two supervisors in the field throughout most of the year, each normal school furnishing a supervisor. These supervisors work at all times in co-operation with the county superintendents of the various counties. Although this work has been in operation but a little over a year it has already proved to be an excellent thing for all parties concerned. Beginning teachers especially welcome the visits of the supervisors in order to get their constructive criticisms. The counties comprising the Second Congressional District of the state, Albion's territory, is ably supervised by Miss Katherine Burggraf, a graduate of the Normal School, who has had experience in educational work as a rural teacher, grade teacher in city schools,

school principal, county superintendent, and critic teacher in a normal school.

### **DINING HALL**

The Normal School has every reason to be satisfied with the management of its Dining Hall which furnishes board to most of its students and several of the faculty. The Dining Hall occupies one wing and half of the central portion of the basement of Hanser. Hall. It has one of the most modern equipped kitchens in the West, the ranges, bake ovens, and most of the mechanical devices being run by electricity. The dining room will seat comfortably about 150 and here meals are served in a manner comparable to that of a good home. None but a superior grade of food is served. By buying in large quantities and by being situated where many provisions can be bought very reasonably, the dining hall is now able to furnish excellent board at \$4.00 per week.

**COMMISSIONERS NOTE**—The board of the students is not provided by the state but the total cost falls on the boarders. The State furnishes the dining hall and kitchen outfit and the boarders pay for replacements.

### **REMOVAL AND INJUNCTION**

The State Legislature at its Sixteenth session in 1921, by Senate Bill, No. 298, authorized and directed the State Board of Education to remove the Normal School to Burley to a site selected by the State Board and donated by the citizens of Burley, the removal to be accomplished in such a time that instruction was to commence at the new location in September 1922. The State Board of Education was stopped in its work of removal by an injunction served by citizens of Albion, the injunction claiming that the bill for removal was passed contrary to provisions of the State Constitution. The injunction ultimately reached the Supreme Court which upheld the plea of the citizens of Albion. The School has, therefore, continued in its work at Albion.

### **IMPROVEMENTS**

Assuming that the Normal School would be operating in Burley September 1, 1922, the matter of improvements and capital additions, other than a few minor items, did not receive any attention until after the Supreme Court had sustained the injunction against the removal of the School. Since that time almost \$9000.00 has been spent in general improvements, such as painting, both interior and exterior, varnishing, kalsomining, replastering, where especially needed, re-flooring a number of rooms, some repairing of heating system, repairing of roofs, etc. This amount may seem large, but one must remember that not much general repair work has been done at the Normal School for four years.

The most important single item of improvement has been the installation of a new 150 horse power tubular boiler in the Administration Building, which will furnish heat for this building and Miller Hall. The cost of this boiler and all items connected with its installation has amounted to \$7850.00. This boiler will do the work of two old small boilers which had been in service since 1904 and 1905, respectively.

### MAIN NEEDS FOR THE COMING BIENNIUM

#### 1. Faculty

With the inauguration of the four specialized courses of the new curriculum, the faculty of the Normal School had to be augmented by the addition of three additional new members. Even with these additions, the faculty at the present time is not able to handle the work of the curriculum in as efficient a manner as it is desired. This is due to the increased enrollment of this year. If the enrollment increases during the next two years as it has in the past, and there is no reason for believing it will not, at least three additional members must be added to the present faculty body.

#### 2. Equipment

Barring replacement and a few minor additions, there will be little need of any added equipment for the next two years. The various departments of the School, in nearly every case, are very well equipped for efficient work.

#### 3. Repair

(a) The roof of Hansen Hall is badly in need of new shingles on the east half, the west half having been reshingled a few years ago. The majority of the rooms in Hansen Hall should be re-floored. Many of these are in a bad condition at the present time.

(b) The roof of Miller Hall is in a bad condition and should be entirely reshingled. Due to the peculiar shape of this roof, it will be cheaper, when this roof is reshingled, to remodel the roof to conform to the modern style of roof construction.

(c) The metal sheeting roof of the Administration Building although repeatedly repaired, still gives about as much trouble as ever. What is needed is a new roof of rubberoid or some other material which does not respond so readily to heat changes as does the present roof.

(d) Much general repair and re-decorating work ought to be done. The exteriors of some of the buildings are badly in need of paint in many places, many rooms will need to be kalsomined and several rooms will need to be replastered, the library should be enlarged, etc. For all the general repair and decoration work, the budget for the coming biennium is asking for \$11,000.00.

#### 4. Capital Additions

(a) *Sewer System.* The present sewer system was installed in 1913 when the enrollment of the School was much lower than at present. Even then the system installed was but half the estimated size for adequate functioning as but one-half of the sum asked for this work was received. The present system is constantly a source of trouble wholly on account of its inadequacy and this trouble will increase in the near future if nothing is done. Due to the ground formation around the present system it will be practically impossible to enlarge the present sewer filter beds to the needed size. New beds, in order to work efficiently, will have to be placed at a much greater distance from the School. It is estimated that \$8000.00 will properly install a sewer system which will properly take care of the institution for many years to come.

(b) *New Buildings.*

1. The proper housing of the students is beginning to become a problem at the Normal School. Most of the students prefer to room in one of the student residences. These three residences are now filled to their capacities, and it will be necessary to place three students in some of the large rooms this year. The village of Albion is now large enough to house many students. This housing condition can be relieved for the young women, somewhat, by building one of the wings originally planned for the New Hall. A new wing, 45 feet by 136 feet of two full stories and basement, will give fourteen rooms, 13 feet by 15 feet, supply closets, and stairways on each floor. This wing will, therefore, house 56 young women. The basement of this wing can be used for the dining hall department as stated later on in the report. The first floor of the New Hall should also be remodeled after the rooms are vacated by the primary grades of the Training School. The estimated cost of the construction of the new wing and the remodeling of the first floor is \$60,000.

2. *Training School.* In order to increase housing facilities, the primary grades now using two large and two small rooms in the New Hall, should be moved to the Training School Building. In order to accomplish this, a new addition will have to be built to the present Training School Building. More additional room is also needed there now to accommodate the large number of practice teachers working there daily. At the present time 115 practice teachers teach in the training school every day.

To give the needed additional room space in the Training School a new addition should be built to the present building which should contain a study hall, 40 feet by 26 feet, two classrooms, 18 feet by 28 feet, four classrooms, 12 feet by 14 feet, two cloakrooms, and one teachers' room. The approximate cost of such an addition with furnishings is \$40,000.00.



3. **Heating Plant.** The requested appropriation for a central plant asked of the last legislature was not granted. The heating situation, therefore, at the Normal School remains practically as it was two years ago with the exception of the installation of the new boiler mentioned in another part of this report.

With consideration as to the efficiency of the system, it is a hard matter to imagine a more expensive heating system than the one now in operation at the School. Each building at the present time, has its own heating system with the exception of Miller Hall, which is heated from the Administration Building. Three kinds of systems are used, steam, hot air, and electricity, and no two of the four steam systems are alike. The systems in Hansen Hall and New Hall must be constantly run at their capacities in order to properly heat the buildings in cold weather. It is an easy matter to see the enormous waste in such a system. Far more coal is used than would be necessary with a central heating plant. Competent heating engineers put this waste at 30 per cent. The present fire danger is large in comparison to what it would be with a central heating plant. It must be remembered that three of the buildings heated by the present system are crowded dormitories. A central heating plant will give a much better and a more uniform distribution of heat than is possible now with ordinary engineer expense. The addition of another boiler like the new one recently installed in the Administration Building connected with this new boiler will give boiler capacity sufficient to heat all the buildings on the campus. Looking at the matter from every angle of economy, efficiency, safety, etc., the Normal School should have a central heating plant. The cost of such a plant including erection of building, installation of boilers, laying pipe lines, etc., is estimated at \$40,000.00.

If the central heating plant is not obtained for the School it will still be necessary to install two new boilers, one in Hansen Hall and one in New Hall.

Those in charge of the School have come to the conclusion that the combination electric and hot air system used in the Training School is too expensive. The heating of the Training School building now costs between one-fourth and one-fifth of the total heating cost of the institution and yet the Training School air space is not more than one-ninth of the total air space of the Normal School Buildings. It is suggested that in case a central heating plant is now given the institution, a steam system of heating be installed in the Training School Building.

4. **Dining Hall:** The dining Hall needs larger quarters if it is to properly serve the increased calls made on its service. It is impossible for the dining hall to enlarge its present quarters. The most feasible plan will be for the dining hall department to be moved to the basement of the New Hall where the kitchens, supply and storage rooms, etc., can occupy the basement portion of the New Hall as it

now stands and the dining room can occupy the basement portion of the new wing. This will give the dining hall plenty of room for years to come with a dining room easily capable of seating 400 at one time. The estimated cost of changing the location of the dining hall department is included in the estimated cost of the new wing to New Hall.

#### **Budget and Financial Statement**

A table giving a financial statement of the Normal School for the past biennium and the summary of the budget for the coming biennium is here given. The budget for the biennium 1923-1924 has been given careful consideration and the School is asking for only those things it feels necessary for the efficient functioning of the institution.



**REPORT OF IDAHO TECHNICAL  
INSTITUTE**



# IDAHO TECHNICAL INSTITUTE

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## REPORT OF THE PRESIDENT

### *To the Commissioner of Education:*

I desire to submit a brief statement of the accomplishments and the aspirations of the Idaho Technical Institute. From its inception in 1903 to the present time, this school has laid great emphasis upon the more practical phases of education. As the Academy of Idaho from 1903 to 1915 a large service was rendered to this young and pioneer state by providing high school opportunities for the more ambitious youth in remote localities who otherwise would have been deprived of a high school education; but even during this time there was a marked development in the industrial, commercial, agricultural, and home economics work calculated to prepare young people directly for their occupations in life. During this period 157 students were graduated from the Academy of Idaho.

Since 1915, when a new charter was granted the institution and the new name adopted, this school has included a Vocational School and a Junior College. The Vocational School might be considered as a continuation of the old Academy but, as a matter of fact, the purpose and curriculum of the Vocational School differ quite materially. In the older institution, high school subjects were carried with a view to enabling pupils to complete their high school work here in preparation for college. This aspect of the work has been minimized under the Vocational School and the vocational courses have been magnified. Most of the students in the Vocational School are older than the students in the Junior College and are preparing directly for an occupation instead of being candidates for college entrance. The Junior College includes two years of work beyond the high school grade.

While the scope of the work of the Technical Institute was thus greatly enlarged, it has remained an institution where practical courses and technical instruction predominate and the plan of making here a practical school strong in the sciences, the crafts, and the technique that is fundamental to real success in that large group of occupations which call for highly trained people with technical preparation, has been strictly adhered to.

As will be seen in the table shown elsewhere in this report, the Vocational School in 1916 to 1922 inclusive, has graduated 125 people and the Junior College during the same period has granted Junior College diplomas to 78 people, including Pharmacy. During the same period the Vocational School has granted trade credentials to 92 people and the Junior College has prepared for special teaching certificates in the several fields 118 people.

The problem of the Technical Institute has not been a problem so much of finding out what it should do as it has been a problem of providing the facilities and instruction to meet the demands for practical courses that are constantly being pressed upon it.

### **IMPROVEMENTS IN PLANT**

#### **New Heating Plant**

The 1921 session of the Legislature appropriated \$45,000 for a central heating plant at the Technical Institute. The plant was installed during the summer of 1921 and was ready for use October first, 1921. A low pressure system with automatic stokers, operated electrically, housed in a brick structure, and with concrete stack, was installed. There are two boilers each with 150 horsepower capacity and with coal storage capacity of 400 tons. Connections with the several buildings were made through buried heat pipes radiating from a tunnel which crosses the campus east and west. This tunnel is lighted and is five feet six inches deep. The tunnel is covered with a concrete walk, which in itself has proved a great convenience.

The plant has now been in operation somewhat over a year and, aside from minor difficulties, has operated with entire success during that time. The efficiency with which the buildings are heated has no doubt added greatly to the efficiency of the work done, as under the old system many days were passed in extreme discomfort, making study impossible. This efficient heating plant has proved a great boon to the institution and is thoroughly appreciated.

#### **Addition to Dining Hall**

The growth of the school has made necessary an extension of the kitchen and the dining room. This improvement was made in the summer of 1921 at a cost of \$1365.50.

#### **Athletic Field**

During the biennium a new athletic field has been developed upon school property, occupying the equivalent of two city blocks lying just to the west of Reed Hall. The improvements made during the biennium consist of grading the field, constructing a high fence about the entire field, the development of a running track, the installation of bleachers with a seating capacity of two thousand and the installation of water hydrants for watering the field. The bleachers above mentioned were installed through the courtesy of the State Boxing Commission and the greater part of the funds for the other improvements were obtained from the sale of advertising space on that portion of the high board fence which passes along Fifth Avenue. This gives the institution an exceptionally fine, well drained, conveniently located athletic field. In this connection much credit is due to the persevering enthusiasm of Prof. Ralph F. Hutchinson, Director of

Physical Education and Athletics. For these improvements state funds have been used only to the extent of \$422.90.

#### Dedication of Athletic Field

On Armistice Day 1922, following a football game between teams representing Gooding College and the Idaho Technical Institute, in the presence of approximately 3000 spectators, the new Athletic Field was christened "Hutchinson Field" in honor of Prof. Ralph H. Hutchinson. The dedicatory addresses were made by Harry McDougal and Finis Bentley. Music for the occasion was furnished by the Institute band under the direction of Prof. Llewellyn Roubidoux, of the music faculty.

#### Campus

The wise policy followed during the early history of the school in laying out lawns and setting out large numbers of shade trees has resulted in the development of a very attractive campus. Recognizing the fact that these shade trees, which are mostly poplars, cannot live many years longer, we have during the biennium begun the planting of hardier trees in other parts of the campus and also are beginning the development of a nursery from which suitable trees may be transferred from time to time to take the place of the older trees as they give way. A special effort has also been made to improve the general aspects and appearance of the campus.

#### New Dormitory

In January, 1921, we occupied for the first time a new dormitory completed for the accommodation of college men, located contiguous to the campus and financed by the citizens of Pocatello. The building was constructed, and is still held, under the trusteeship of E. C. White, one of Pocatello's most public spirited citizens. The financial burden was borne by the following persons and corporations, none of whom contributed less than \$500 toward the project.

Anthes, I. N.  
Bistline, J. B.  
Bohlscheid, W. H.  
Bowerman, C. C.  
Brady, S. E.  
Brown, Maude K.  
Caldwell, Fred G.  
C. & A. Amusement Co.  
Commercial Development Co.  
Disdear, Frank  
Eldredge, N. M.  
Fargo, Lyman  
Frazier, C. R.  
Gasser & Cleare  
Gray, C. W.  
Greene & Higson  
Hinckley, A. C.

Hines, B. M.  
Hood, John  
Ingersoll, J. M.  
Jackson, W. R., Jr.  
Kasiska, W. F.  
Knollin, A. J.  
Lathrop, L. H.  
Leonard, E. O.  
McCarty, Wm.  
McDonald, W. P.  
Manning & Sorgatz  
Newton, Dr. A. M.  
O'Leary, Henry  
Paradice, F. H.  
Petersen Furniture Co.  
Reece, S. L.  
Smith, Sam P.



Thompson, H. B.  
Turner, Theodore  
Valentine, C. A.  
Watson, W. H.  
Weeter, J. C.  
White, E. C.

Whittlesey, H. H.  
Woolley, Dr. H. S.  
Wright, Dr. W. A.  
W. W. C. Wholesale Co.  
Young, Dr. J. R.  
Young, J. T.

There was issued to each of the above subscribers a certificate, setting forth the amount of the subscription and the corresponding share in the ownership of the property which this carried with it. Each of the subscribers receives 8 per cent per annum, payable in four quarterly installments on the amount of his subscription. The money for the payment of these installments is derived from the rental of the rooms and is not paid by the Institute. In addition to this, there is accumulated a sinking fund of 2 per cent on the amount of the subscriptions. At any time within the period of ten years, at which the state purchases the property, there will be a deduction from the actual cost of the building in the amount of the sinking fund then accumulated and remaining unexpended. The dormitory has proved very satisfactory and has served a fundamental need of the institution. Still additional dormitory space would have been required before now had not the hard times, including the railroad strike, caused many homes to open up rooms for the accommodation of students, rooms which would otherwise not have been available.

#### NEW BUILDINGS NEEDED

There should be provided at the earliest possible opportunity a new building to be known either as the New Main Building or the Science Building. The request for such a building is fully justified and more than justified by the cramped condition of many of our departments, by the need for an auditorium of adequate size and because of the desirability of having a fire-proof building in which to house the library.

Our recommendation would be that the new building should be approximately seventy feet wide by one hundred and ninety-eight feet long with an auditorium wing about sixty-five by seventy-five feet. We should also recommend that the building be a Class A, fire-proof structure and that it possess appropriate dignity of architecture and finish.

As a matter of economy, as well as increased efficiency, we would favor the construction of this building without any basement in the ordinary sense, but with the basement floor planned and constructed as the first floor of the building and with two additional floors. The building should be capable of housing the scientific laboratories, the library, the departments of English, History, an Auditorium, and the offices of administration. The accommodation of these departments in the new building would make it possible to give the departments remaining in the present main building needed space

in which to expand and would also provide space for overcrowded shop conditions. We are estimating the cost of this new building at approximately \$200,000.

### LIST OF PROPERTY

Following is a list of the buildings on the campus and on the farm, showing the materials used in construction, the date of appropriations, and the initial cost:

1. Administration building, brick (main portion).....	1901	25,000.00
West wing .....	1905	14,000.00
East wing .....	1907	15,000.00
2. Faris Hall, brick (dormitory for men).....	1901	19,000.00
3. Turner Hall, brick (dormitory for women).....	1903	15,000.00
Wing added, brick .....	1909	24,000.00
4. Dining hall and kitchen, brick.....	1903	5,615.00
5. Mechanic Arts Building, brick.....	1903	5,600.00
East wing added, brick.....	1909	6,000.00
6. Infirmary building .....		4,318.00
7. Buildings on farm:		
Barn, wooden .....	1909	3,000.00
Cottage, wooden .....	1909	1,500.00
Poultry house, wooden.....	1910	1,000.00
Root house .....	1912	600.00
Milk house .....	1917	400.00
Machine shed .....	1917	600.00
8. Janitor's residence, wooden .....	1912	500.00
9. Auto Bldg., wooden (built by United States).....	1918	9,752.00
10. Physical Education Building, brick .....	1917	40,000.00
Finishing .....	1919	6,000.00
11. Heating Plant, brick and concrete, fire proof.....	1921	45,000.00

It will be noted that the buildings so far provided for this institution have for the most part been cheap and poorly constructed. The girls' dormitory, the new men's dormitory, and the physical education buildings, although better than the rest, are nevertheless not Class A, fire-proof buildings.

### EQUIPMENT

Following is a summary of the equipment with the inventory value of same at present on hand in the several buildings on the campus:

Main Building .....	\$	\$45,730.98
Offices .....	3,220.00	
Halls .....	489.00	
Auditorium .....	1,485.00	
Room 20 .....	182.00	
Room 21 .....	98.00	
History and Soc. Sci.....	865.15	
Languages .....	311.35	
Commerce .....	4,925.20	

Room 5 .....	2,121.50	
Room 15 .....	412.10	
Room 17 .....	255.60	
Room 17½ .....	2,136.00	
Library .....	17,148.80	
Janitor's supplies .....	1,126.50	
Art .....	411.75	
Music .....	2,747.70	
Biology .....	2,019.65	
Pharmacy .....	1,557.67	
Chemistry .....	3,153.67	
Physics and Electricity .....	3,514.60	
Home Economics .....	2,116.39	
Agriculture .....	358.55	
Master Clocks, all buildings.....		310.00
Dining Hall .....		3,692.77
Engineering & Mechanic Arts.....		21,543.70
Wood Shop .....	2,406.51	
Auto Shop .....	4,643.80	
Machine Shop .....	14,493.89	
Dormitories .....		9,194.45
College Hall .....	2,858.55	
Faris Hall .....	1,929.40	
Turner Hall .....	4,406.50	
Gymnasium .....		3,302.80
Grand Total .....		83,774.70

## FINANCIAL STATEMENT

1921-22

In the statement given below, the figures are accurate up to the time of writing this report. Both the expenditures and receipts are estimates for the months of November and December, 1922. These estimates are, however, budget estimates as approved by the State Board of Education and are accurate.

	Appropriation	Additions	Total	Detail	Amt. Spent	Balance
Salaries .....	\$148,750.00	\$ 29,663.28	\$178,413.28		\$178,413.28	
Regular .....				\$161,082.28		
Night School .....				5,884.00		
Summer School .....				11,447.00		
Operation & Ex. ....	43,036.00	49,692.92	92,728.92		92,728.92	
Op. & Maint. ....				33,520.19		
Exp. & Sup. ....				32,300.52		
Equip. ....				18,768.21		
Add to D. Hall. ....				1,365.00		
Gen. Fur & Fix. ....				5,825.00		
Campus .....				950.00		
Dor. Fur. & Fix. ....	3,975.00		3,975.00		3,975.00	
Heat. Plant .....	45,000.00	62.73	45,062.73		45,062.73	
Total .....	240,761.00	79,418.92	320,179.93		320,179.93	

Commenting on the above table it is desired to call your attention to the following points: (1) The receipts of the institution as shown in the second column under Additions amount to \$79,418.92. This represents an amount almost double the amount of the receipts during the previous biennium. This in spite of the fact that there is a heavy shrinkage in the interest receipts from state lands. (2) The interest receipts for the biennium are figured at approximately \$24,000 as compared with the estimate of \$36,000 made at the beginning of the biennium.

The increase in the total receipts is to be accounted for by the increased revenue from the dormitories, by the increase of federal endowment for vocational work, by the increase in receipts in fees from the music department, and by receipts from the sale of stock and implements from the school farm, and are an indication of the healthy condition of the school from the standpoint of local receipts.

I also wish to call your attention to the fact that with the failure of the appropriation for the Agriculture Department two years ago, a heavy burden has been placed on our General Fund during the present biennium. This, together with the growing needs of the school in every department and the shrinkage of the interest receipts, has made it necessary to practice a *too rigid* economy. We have been determined, however, to live within our means and have cut expenses drastically wherever necessary in order to avoid the danger of a deficit at the end of the biennium.


We have kept on a solvent and sound financial basis all the while but the pruning that was done to our requisitions after they left the hands of the State Board of Education at the beginning of the present biennium has resulted in a definite crippling of the work in certain departments, notably Engineering and Agriculture. It is a healthy thing to economize and I believe a school is probably better off when it is necessary to practice a reasonable economy than it is when it has too much money to spend. We do not wish to be in position to carry out an extravagant policy, but it is very essential to the interests of the students who patronize this institution, as well as to the development of the departments already existing, that more adequate provision be made for the next biennium.

The budget which has been submitted is not a padded budget but a conservative budget which honestly represents the real needs of the school.

On a later page will be found a statement of the cost per pupil in the Technical Institute during the present biennium which, when compared with similar figures from other institutions, will indicate to the reader's mind something of the rigid economy practiced here.

## ENROLLMENT

Table of Enrollment From 1917 to 1922



	1917-18	1918-19	1919-20	1920-21	1921-22
Junior College .....	55	35	66	127	201
Vocational Day School .....	156	250	284	294	256
Vocational Night School .....	—	264	292	238	203
Conservatory of Music .....	73	36	167	220	161
Summer Session .....	152	242	380	344	409
Teacher-Training Trades and Industries .....	4	4	6	7	8
Correspondence .....	—	—	—	—	22
	440	831	1195	1230	1260
Less students counted twice.....	33	44	38	47	41
	407	787	1157	1183	1219

From the study of the above table it will be noted that the Junior College enrollment has, during the past four years, experienced a rapid growth. The falling off in the Junior College 1918-19 attendance, as compared with the previous year, was influenced, no doubt, somewhat by the war; but was probably due more to the fact that with the limited corps of teachers employed it had been impossible to separate the college courses from the Vocational School courses. This made it impossible to keep up collegiate standards of instruction. Beginning with September, 1919, a definite policy was adopted of separating these classes. This was made possible by the addition of several teachers to the corps. A special effort has also been made when securing new teachers to fill vacancies to secure people with adequate training for collegiate instruction and, so far as possible, with some experience in teaching in collegiate institutions.

It will be noted in the table which follows that the number of diplomas and other credentials issued in the Junior College has increased rapidly. While the Junior College enrollment has been increasing, the Vocational School enrollment has shown a slight tendency to fall off since 1921. The loss has been mainly in the Trade course in Auto Mechanics, which had a wonderful impetus just after the war, but which has settled back to a more nearly normal demand since that time. There is a healthy enrollment in the practical courses in the Vocational School and we believe the diminished enrollment in Auto Mechanics is also a healthy condition even though it shows a decrease in common with auto mechanic schools all over the country.

The summer sessions for the training of teachers have shown a steadily increasing enrollment year by year, growing from 152 in 1918 to 409 in 1922. The record made by our summer school students in the state examinations conducted from Boise would seem to indi-

cate that the growth in the enrollment had been influenced by the high standards of instruction maintained in the teacher-training work.

**TABLE OF DIPLOMAS, CERTIFICATES AND TRADE CREDENTIALS ISSUED BY THE IDAHO TECHNICAL INSTITUTE**  
From 1916 to 1922

	1916	1917	1918	1919	1920	1921	1922	Total
Diplomas Vocational School	25	24	18	22	16	15	10	125
†Diplomas Junior College		10	2	7	10	11	38	78
Trade Credentials—2 years						5		5
Trade Credentials—1 year					40	20	27	87
Teachers' Certificates					40			40
*Commerce							4	4
*Home Economics							2	2
Trades and Industries							12	12
*State Elementary							9	9
Tech Provisional					16	16	59	91
	25	34	15	29	82	67	161	413

†Including five degrees in Pharmacy for 1921.

\*These certificates issued by the State Department of Education on recommendation of the Idaho Technical Institute.

The above table indicates the growing service of the Technical Institute, especially along practical lines leading to trade or professional credentials. While the number of diplomas issued from the Junior College has increased rapidly, there is a tendency during the last two years to a slight falling off in the number of diplomas issued to graduates of the Vocational School. This we believe to be due to the policy of refusing to enroll students who ought to be in their own high schools. Literally hundreds of students have been advised to enroll in their own high schools instead of enrolling in the Technical Institute. Exceptions have been made in the case of those who were ripe and ready for intensive work in commercial or trade school lines. In this way the institution avoids embarrassing and expensive duplication of high school work in competition with the rapidly developing high school system of the state.

#### PER CAPITA COST OF INSTRUCTION IN THE TECHNICAL INSTITUTE

In a technical school, because of the expensive equipment required in machine shops and in laboratories, the per capita cost of instruction naturally would be expected to run much higher than in a regular collegiate or teacher-training institution where these phases of work are not emphasized. This should be taken into account when comparing the following figures with the costs in institutions not emphasizing the industrial and scientific courses. The total cost for maintenance of this institution during this biennium, not counting capital additions, is \$275,117.20. Deducting from this the tuition receipts from summer school, night school, and music department, \$20,949.00 leaves a net cost of \$254,168.20. We, therefore, have:

Total cost, less capital outlay.....		\$275,117.20
Deduct tuition fees from music, summer school, and night school		20,949.00
Net cost .....		254,168.20
Total enrollments for biennium.....	2402	
Cost per pupil per year.....		105.80

The above figures include several short courses, night school, summer session, and music people. Omitting the music department altogether and reducing all short courses to the 36 weeks' basis, we get the following:

## 1920-21

Day Enrollment, one year.....		323
Addition Second Semester Enrollment, 52.....	52x 1/4	26
Winter Semester Enrollment, 18 weeks, 46.....	46x 1/4	23
Summer School Enrollment, 344.....	344x 1/4	86
Night School Enrollment, 238.....	238x 1/7	34
Total Enrollment for 1920-21 on basis of thirty-six weeks .....		492

## 1921-22

Day Enrollment, one year .....		329
Additional Second Semester Enrollment, 56.....	56x 1/4	28
Winter Semester Enrollment, 18 weeks, 54.....	54x 1/4	27
Tractor Enrollment, 8 weeks, 18.....	18x 2/9	4
Night School Enrollment, 203.....	203x 1/7	29
Summer School Enrollment, 409.....	409x 1/4	102
Total Enrollment for 1921-22 on basis of thirty-six weeks .....		519
Total enrollment for the two years on basis of thirty-six weeks .....		1011

Total expenditures for biennium, less capital outlay.....	\$275,117.20
Deduct cost of Music Department.....	11,079.41
	<u>\$264,037.79</u>

Dividing total maintenance cost for biennium by the two years enrollment gives a total annual cost on basis of 36 weeks of ..... 261.98

In figuring night school, we figure fifty nights, each night equaling one half day, making the equivalent of twenty-five days, approximately 1/7 of a thirty-six weeks' term. I therefore multiplied night school enrollment by 1/7.

### NIGHT SCHOOL

A Night School stressing practical courses for adults has been maintained every winter during the biennium, beginning early in November and continuing fifty nights. The program of these night schools has included the following subjects: Shorthand, Calculator and Posting, Typewriting, Practical English, Common Branches, Americanization, Spanish, Auto Mechanics, Telegraphy, Penmanship and Spelling, Bookkeeping, Accountancy, Cooking, Machine Shop, Drawing, Electricity, Commercial Arithmetic.

The enrollment is indicated on a table on the preceding page. The total cost of night school for the two years of the biennium amounts to \$5,910.50; while the tuition receipts from the pupils amount to \$2,405.00—approximately one half the cost of the school. This means the contribution of the state to the maintenance of the Night School has been approximately \$1200.00 per year. The service rendered is much appreciated by a large number of citizens of Idaho, many of whom move to Pocatello for the winter months in order to attend these sessions.

### SUMMER SESSION

Reference has already been made to the summer session for training of teachers. These sessions have been very successful. The total expense of the two sessions of the summer school has amounted to \$12,257.38 while the tuition receipts and dormitory receipts for the two summer sessions have amounted to \$12,504.34. While there is considerable overhead expense which does not appear in the above figures, it would appear that the summer sessions have been practically self-supporting. The summer sessions would have been much more efficient had it been possible to employ additional teachers as many of the classes had an enrollment of over one hundred students each and running as high as 120 in some classes. Some additional classes had enrollments between seventy-five and one hundred. Had our funds been in such condition as to make it possible, we should have employed three or four additional teachers during the last summer.

### DEPARTMENT OF MUSIC AND FINE ARTS

The departments of Music and Art in the school have, beginning with September, 1922, been reorganized into the department of Music and Fine Arts with Mr. T. R. Neilson as Director. It is the purpose in this department to provide class instruction in public school music, public school art, and in the fundamentals of both subjects. This class work is furnished to students on the same basis as class work in any other department.

The larger part of the work, however, in both subjects consists of individual instruction and is on a self-supporting tuition basis. During the biennium the expenses of the Music Department, exclusive



of the salary of the Director, amounted to \$11,079.41, while the tuition receipts for the same period amounted to \$12,304.50. The reorganized department is in a healthy condition and is sure to be an increasingly important factor in the enrichment of the work of the school and when it is considered that the cost of the department to the state exceeds but little the actual salary of the Director, it would seem to be a highly justifiable feature of the school.

#### DEPARTMENT OF AGRICULTURE

Failure on a technicality of the \$30,000 appropriation for maintenance of the Department of Agriculture in the Technical Institute during the present biennium has made it necessary to handle that department on a different basis during the biennium. The school farm, located two miles southwest of the campus and consisting of 194 acres, has been operated as a dairy farm exclusively during the biennium under the tenancy of Mr. Alex Thompson, who personally owns a herd of full blood and high grade Holstein and Guernsey cattle. At the present time he is milking fifty-five cows and the entire herd numbers approximately 140 head. Mr. Thompson took the farm under a carefully drawn contract which preserved to the agriculture classes of the school full educational opportunity so far as the dairy industry is concerned. The classes have kept records and made tests throughout the biennium and have received much valuable aid from the study of the operations of Mr. Thompson. While the field has thus been restricted to one line of agricultural demonstration, it has proved a very valuable line and there has been the advantage to the classes of having opportunity of making a close study of a dairy industry operated without state subsidy and on a paying basis. Mr. Thompson has paid the school a rental of \$750.00 per year and because of the excellent standards maintained by Mr. Thompson in co-operation with the Agriculture Department of the school and the co-operation of the city sanitary inspector, the whole dairy industry in this part of the state has been much benefited.

In spite of the fact that there was no appropriation for the special purpose of maintaining the Agriculture Department we have, with the approval of the State Board of Education, maintained instruction in this subject, supporting it in part from the rental receipts from the farm and some local receipts. The administration of the school and the friends of the school cannot tolerate the idea of giving up instruction in this fundamental branch which is so vitally a part of a vocational and technical school situated in a section of the state which is predominantly agricultural. Considering that the appropriation was lost on a technicality, it has not been interpreted to mean that the policy of the state had changed in regard to maintaining elementary and junior college instruction in the Technical Institute.

In spite of all the difficulties named above, the work has been conducted on such a basis as to command the increasing respect of

the young men of this part of the state and while the enrollment is not large, it is at the present time the largest in the history of the school. Many students are enrolled in our agricultural classes who, in the absence of such a course here, would either be attending no school or would be attending some institution outside of the state.

While many farmers are discouraged at the present time because of low prices and high freight rates, we are firm in the belief that Idaho's future depends very largely upon the development of the agriculture industry. The importance of farming as a fundamental industry is thoroughly recognized and probably no subject is being studied with greater earnestness than the problem of putting the agriculture industry on a prosperous basis. The young men who are taking the work in this school are imbued with a thorough belief in the future of farming and with a desire to help put the industry where it belongs in the economy of the state. We believe that to sacrifice this department at the present time would be a calamitous policy to follow and we urge upon the Board of Education that they adopt a generous policy toward the building up of this branch of work in the Technical Institute, permitting us to start from year to year an increasing number of promising and ambitious young men upon the road to a higher agricultural education which will mean much for themselves, but more for our state.

#### **SELF SUPPORT AT THE TECHNICAL INSTITUTE**

Because of hard times being experienced by farmers and business men alike, there has been an increasing demand on the part of students enrolled at the school for an opportunity for self-help. The response on the part of the people of Pocatello has been very gratifying and generous. During the month of October, 1922, statistics were gathered from students as follows: 127 report themselves as working for room and board, all or part. They average working about 3 and 2/3 hours per day and of the 127, 63 report that the work which they are doing while attending school has a bearing upon their future occupations; while 32 report their work has no special connection. Connections are being made almost daily between students and jobs so that before the year is over the number so working will be largely increased. Since the above figures were completed, arrangements have been made with the O. S. L. Railroad to place several young men on four-hour shifts as helpers in the yards and shops of that road. Fourteen of our men have already received such employment.

#### **CHANGES IN FACULTY**

The school has lost from its faculty during the biennium, Mr. F. W. Kerns, Director of Music; Mr. C. F. Rohles, Professor of Voice; Miss Germaine Riviere, teacher of French and Spanish; Miss Mildred Wetmore, typewriting; Mr. Glen C. LaRue, Auto Mechanics; Mr. B.

F. Newton, Mrs. Harriet J. Adams, Mr. James Campbell; and has added to its corps Mr. C. R. Black, Engineering and Proctor New Dormitory; Mr. T. R. Neilson, Director of Music and Fine Arts; Mrs. T. R. Neilson, teacher of Piano; Mrs. Hazel Goggins, Commerce; Miss Vira McGuire, Home Economics and Assistant Dean of Women; Miss Sara Thomas, Professor of Voice; Miss Lorena Bixby, English; Mr. C. C. Thomason, Sociology and Expression; Miss Helen Mary Davis, Languages; Mr. James Hartman, Auto Mechanics; Mr. Felix Plastino, Agriculture; Mrs. Maude Dayton, although in the faculty before, has become the Dean of Women. Miss Eleanor F. Thompson, book-keeper.

### LAST THREE YEARS

The writer of this report cannot refrain from adding a paragraph covering the first three years of his presidency of the Idaho Technical Institute. From June 1919 to June 1922 the school has grown much more rapidly than have its resources. There was the immediate necessity of increasing salaries of faculty and other employees due to inflated prices following the war and there was also the necessity of adding to the faculty to take care of additional courses making possible the separation of high school and college classes. The salaries of the faculty were raised on an average of 25 per cent in the years 1919 and 1920 and the number on the faculty increased during the same years by nearly 50 per cent. This in spite of the fact that the net appropriation for the biennium, omitting capital outlay, was approximately the same as for the preceding biennium and created a problem in administration and business management of some difficulty. When a good businessman is confronted with increasing expenses, he sees to it that his income increases or the expenses decrease sufficiently to make it possible for the books to balance. The appropriation had already been made and the only opportunity to increase the resources of the institution was through the stimulating of local receipts. We closed the last biennium without a deficit, excepting a technical deficit caused by the necessity of reappropriating approximately \$6000 of government aid and we will close the present biennium without even a technical deficit. The large increase in local receipts as shown in the table below is a partial explanation of the means employed to accomplish this end.

Other facts in regard to growth in enrollment and in the number of graduates found in the table below tell their own story.

	Year Ending June, 1919	Year Ending June, 1922	Increase
Total Enrollment .....	787	1219	55%
Enrollment Music Department	36	125	219%
Enrollment Junior College .....	35	201	474%
Summer School .....	242	409	69%
Diplomas of graduation .....	29	48	65%

Diplomas plus Trades & Professional Credentials .....	29	161	455%
Faculty members .....	23	36	56%
Local receipts (excluding interest & war aid) .....	9743.00	55439.50	468%
Receipts from music tuitions.....	1582.00	5848.69	270%

While the difficulties have been many, the above facts and many others which might be enumerated are of such an encouraging nature as to justify the friends of the institution in feeling optimistic in regard to the future development of the school.

### ATMOSPHERE OF THE SCHOOL

School standards have been improved materially during the biennium. Students showing a disposition to "loaf on the job" have found it necessary to radically reform their methods or pack their grips and go home. A committee of the faculty known as the Scholarship Committee meets weekly whenever it has business to transact and calls before it all students who are reported as delinquent in their studies from whatever cause. The circumstances surrounding each individual case are carefully canvassed and the case disposed of on a fair basis so far as the individual is concerned. The work of this committee has on the whole helped faculty members very materially in holding their classes to adequate standards of work. At the same time there has been a marked friendliness between faculty and students which has given the school an atmosphere of a large, well regulated family in which discipline is administered with fairness but without destroying the respect and goodwill so essential to successful accomplishment.

There has also developed within the school a spontaneity of initiative and enthusiastic co-operation along the lines of student activities such as athletics, debate, dramatic contests, musical and dramatic programs which have enriched the life of the school and which have been for a democratic relationship. The writer of this report desires to express his appreciation of the devotion, enthusiasm, and co-operation of faculty and students and employes of the institution in the one common purpose with which all are imbued, that of serving the best interests of the school as a whole.

I believe that the splendid work done in those earlier and more difficult days by devoted faculties and loyal students laid the foundation and that the present biennium has contributed materially toward the development here of an institution of learning practical in its aims and high-minded in its purposes. I believe it is now contributing, and is destined in the future to contribute, immeasurably to the development of real men and women who shall have drawn from the institution inspiration toward high living and faithful service toward their communities, their state and their country.

And now to the Commissioner of Education and to the members of the State Board of Education we wish to express a very sincere appreciation for the statesman-like quality of your policy regarding the work of this institution. Your treatment of our policies, our plans, and our aspirations has been kind, encouraging, and, we think wise.

Respectfully submitted,  
C. R. FRAZIER,  
*President.*

**REPORT OF IDAHO INDUSTRIAL  
TRAINING SCHOOL**



# IDAHO INDUSTRIAL TRAINING SCHOOL

## REPORT OF THE SUPERINTENDENT

*To the Commissioner of Education:*

In submitting my report for the years 1921-1922, it is in accord with the times to note that we, as an Institution, have been passing through a period of intense reconstruction. We have encountered many new problems, and met with numerous unexpected conditions. Juvenile delinquency, the country over, has passed through two distinct phases during the past two years, namely:

First: An exuberant, reckless, and almost hilarious period of extravagance; waste in every line—in money, in physical, mental, and moral energy; in the necessities and luxuries of existence—in fact there was a mania for spending. The year 1921 was just at the close of this wasteful period.

Second: A period immediately following, had its beginning in the Spring and Summer of 1921, and reached its climax in the early Fall of 1922; this period has been marked by forced economies, so stringent that we still hesitate to say when we shall recover. There has been an accompaniment of depression in spirits, a decline in ideals, a general laxness in morals, a decided disregard for law.

The first resulted in sending to the Juvenile Institutions, a vast number of joyriders, boys who were carried away with their own importance and independence; girls, who assumed the air of society butterflies, and were given the appellation of "flappers"; boys and girls were unrestrained as to expenditures, home obligations, or conduct.

The second is giving to these same institutions a growing number of boys and girls who have become desperate, depressed, and, all too frequently, depraved. The dance, the clandestine car ride, the "booze party", featured the first period, while forgery, larceny, commercial immorality, attempted suicide, and even homicide are the effects of this later period.

As a result of these two abnormal periods, and the slight interim between, we have exceeded all previous records in enrollment, then dropped to a number far below normal, only to start upward again to a new high level. However, the type of boys and girls sent to us in the first period is materially different from those now coming. While it is true that we have seasonal variations in our population, these changes here mentioned were not seasonal, but were due to very definite changes in our social conditions.

Keeping this in mind, it is interesting to note that greater changes have come to the child population of the Industrial School during this biennium, than had before been noticed during the pre-



vious six years; all old data has been made completely out of date, and even the statistics for 1921 will not serve with any degree of accuracy for 1922. The whole tone of the School has been rapidly shifting. Just what these new conditions will lead to, how long they will obtain, and how best to take advantage of them, are the problems that confront us in outlining a comprehensive policy for future action.

### **POLICY**

At times, when labor has been scarce, an unprecedented effort has been made by parents and others, to have children dismissed from the School before the full quota of credits has been made. Perhaps there should be added to this tendency, the fact that Probation Officers and Probate Courts have been unusually prone to parole or discharge juvenile offenders many times, before finally committing them to an institution of correction, thus giving rise to the firm conviction of the child, that he can always "get off easy." Then, too, the growing disregard for law, created to a great extent by the lax enforcement of the Prohibition Law, has had a decided effect in reducing the fear of law, or respect for it. At any rate, it has become necessary to refuse parole or discharge to children from all parts of the State, thus creating a policy which provides that every child shall make his full quota of credits before being paroled.

Accompanying the above policy, there has been put into practice a plan by which children are permitted to go out to work for short periods before final parole, thus providing funds for the homeward trip, and, what is more important, a testing period for the child. In many cases, an absolute lack of knowledge regarding the value of money, is overcome in this same program; to earn, by hard work, his own clothes, his own carfare, is at least a good lesson in relative values.

In connection with this "Test Period," another policy has sprung up; by experience, we have been taught that a return of a boy or girl to the School, even for a short second period, is frequently highly desirable. No paroled child should be permitted to break his obligations, without immediate and drastic action; it is far better to check any tendency toward lapses into old habits, by an immediate return to the School, than to condone and excuse. Offenses along new lines may be treated less harshly, with good results. A well developed policy has accordingly been established covering this condition. We do not, in any way, strive to question the justice of a child's original commitment, but we do act the part of executive office, judge, and jury, in determining whether it is best to return a paroled child.

It has been the desire of those in control of the School to co-operate in every way with the Probate Courts and Probation Officers of the State, in dealing with the problems of Juvenile Delinquency. By encouraging visits to the School we have brought about a better understanding of the aims and plans of the School; by asking our chil-

dren to correspond with the officers who committed them; by insisting upon visits to such officers upon the child's return to his home; through our bi-monthly paper, "The Gem State Argus;" by business calls made at the various county seats by our Parole Officer, we have tried to develop a friendly understanding of our mutual problems. It shall be the policy to extend these plans, to the end that a complete co-operation of all juvenile agencies may be obtained. A State wide meeting of all juvenile officers here at the School is among the contemplated objectives.

This State wide policy of better understanding, contemplates not only our desire for the Juvenile Officers of the State to know the details of our work and our aims, but we wish all citizens to know us for what we are, rather than to judge us upon rumor, vicious story, or vague, intangible impressions. With this in mind we have encouraged visits from civic bodies, commercial clubs, farmers' organizations, representatives from various clubs, State and County officials, in fact every citizen of the State is extended an invitation to visit the Industrial School.

We hold that a certain amount of legitimate propaganda along the lines outlined, is highly desirable for at least three important reasons:

1st. The taxpayer should know their State Institutions, and how they are managed.

2nd. It is highly necessary that we blot out, as far as possible, any stigma that may be placed on the names of the children who are sent to us, to the end that they may return to the various Counties, and be properly received.

3rd. We feel that when the public understands our aims and ideals, we may receive a more hearty co-operation in our efforts to reclaim these juvenile offenders.

In the industrial line, our accomplishments have for years been highly satisfactory; as much can not be said for our scholastic attainments. A definite effort is now being exerted, to put the academic work of our School on a higher plane. Certified teachers, more exacting school regulations as to attendance and grading, a better understanding of the mental possibilities and needs of each child; a longer school term, and more personal attention on the part of the teachers, are some of the developments that have assisted in this policy.

#### **GIRL DELINQUENCY**

It has long been felt that the girl delinquent was entirely a different problem from that of the boy, and should therefore, receive a decidedly different treatment. With the removal of our girls to the recently completed cottages, one-half mile distant from the old plant, we are now in a position to develop a new plan of procedure for our girls, at the same time we may promote, as yet, untried methods, in dealing with our boys.

We shall maintain absolute segregation between the two sexes; no boy shall know by sight or name, any girl who is committed to the School, except by mere chance.

The segregation policy shall include a distinct division of girls and boys as to character of offenses. Separating the older and younger children to better advantage will also result in improving the service.

### AIM OF THE SCHOOL

The founders of this Institution had in mind the reformation and education of wayward youths; the carrying out of these aims and ideals includes the mental, physical, and moral training of such boys and girls as are committed to us. We wish to maintain this Institution with a two-fold function:

*It is a home.*

*It is a school.*

Needless to say, it is not a prison; it is not a penitentiary; it is not a jail; it is not even a reformatory.

It is a home where children are taken by the State for the protection of society, for the purpose of the redirection in habits and thoughts toward a better realization of what constitutes the true relationship of home to society, and the individual members of a home, one to the others.

It is a school in the larger and more modern view. Not only does it instruct academically, in the common branches and High School subjects, but we offer to each child of fairly mature years, the opportunity to learn some one trade, or what is often better, a chance to sample many trades, in order that he may find himself in one of them.

We shall aim to make the Industrial School a home; a home as wholesome, as attractive, as sanitary, as well ordered, as well disciplined, and yet as unrestrained as is consistent with economy and the well being of the child. We shall strive to maintain a School that trains the physical, mental, and spiritual faculties of each child, and at the same time, teaches the dignity and necessity of labor, while preparing him to make an honest living.

We shall endeavor to make it a home for each child, so nearly ideal that he may forever after, realize the blessings of good home surroundings.

On the other hand we shall feel restrained by the thought that, after all, we must leave the clean cut idea that this is only a temporary abode, that real life demands a Real Home, in which there may be found an honest father and a loving mother. There is no greater ambition in life open to the boy than to aspire to such fatherhood; there can be no more sacred privilege to any girl than to become an honored and respected mother.

All our aims, our plans, and our policies, shall be directed toward the training for good citizenship.

#### EVENTS OF INTEREST

A resume of the outstanding high marks of the biennium with brief comments, should be of interest to the Board of Education, and to others who read these pages. We wish also to write these items into the history of the School.

The outstanding event of the biennium, without question, was the completion of the Girls' Cottages, and their occupancy by the eighty-five girls then enrolled. The discussion of the structural work on the buildings will be taken up under the head of "Accomplishments;" here, we shall briefly state the facts concerning the final separation of the Girls' school from the Boys'. After a rather prolonged period the buildings were ready for occupancy in August of 1922, but due to the fact that the harvest season was upon us, wherein we needed the active help of every man and woman, as well as every boy and girl, we postponed the Dedication of the buildings until the seventeenth of October, at which time several members of the State Board of Education, the State Superintendent of Public Instruction, and the Commissioner of Education, honored us with their presence, and took active parts in the ceremonies. Many people from the vicinity of St. Anthony, and some few from other parts of the State were present when Dr. Bryan formally and fittingly dedicated the two new buildings "IN THE NAME OF THE STATE OF IDAHO, I DEDICATE THESE TWO BUILDINGS TO THE CAUSE OF A PURE, HAPPY AND INTELLIGENT WOMANHOOD."

On the Monday following, immediately after the noon day meal, the girls were expeditiously transferred to the new cottages, and the greatest physical and material change in the history of the School was accomplished. With much misgiving on the part of the officers, and many regrets on the part of the children, especially the girls, the old quarters which had endeared themselves to the girls were abandoned; to many girls these old cottages were "Home," the only real home they had ever known. The new cottages, however, have been made so complete and so inviting that no one can well resist their appeal; new in every detail; furniture, bedding, kitchen and laundry equipment, linens, rugs, and even the desks for school purposes: everything in good taste, and harmonious. These buildings offer homes to our girls that are at once a delight and a challenge; a delight in their attractiveness and convenience, and a challenge to any girl to live up to the beauty of her surroundings. Whereas in the past, we have been able to save only sixty-five per cent of our girls from the wiles of the times, we hope to make a record of greater and still greater efficiency as our plans become effective in these new homes. Briefly, then, the completion, dedication and occupancy of the new Cottages for Girls is here recorded, events long hoped for by the citizens of

the State. Now we are prepared to better serve the aims for which the School was established, for not only do these buildings assist in our girl problem, but by making more room, we can better work with our boys. It is rather commonly known that our cottages for boys were built to house twenty-five children each, but necessity has forced us to quarter as high as seventy-five boys in such cottages; we shall now have five cottages in place of three for our boys, and thus be provided with adequate room until our population has materially increased.

Among the pleasing events of the biennium, was our *Christmas* of 1921. Through the kindness of various organizations, including Fraternal Lodges, Women's Clubs, High School Student Bodies, Normal Schools, and many private individuals, we were able to provide *every child* in the School with a Christmas remembrance. No one who saw the real joy and cheer of our children on Christmas Morn can ever forget the real import of the Yuletide. We are deeply appreciative to all those men and women who so generously assisted in this fine work. This year we are asking each Probate Judge in the State to interest some agency in his County in our Christmas plan, and we expect to repeat the pleasures of last Christmas, which was a model of joy and cheer among our children.

For two years we have been permitted to enter our High School pupils in the State wide *Oratorical Contest*; the first year we made a fair showing in the District Contest; this last year we won a first, two seconds, and a third place in the District Contest, and finally a second place in the State Contest held at Idaho Falls in March. With this experience, we expect to do even better in the future, although we do our work under the disadvantage of having no special teacher along this line.

We promoted a *base-ball league*, known as the Madison-Fremont Amateur Base Ball League, which organized with eight teams, including the small towns within easy access of the School. Each Saturday afternoon, games were played alternately at home and on a neighboring diamond; great interest was developed among our children to the end that base ball, practically unknown at the School, has become a real source of recreation. This past season, the School team, composed of officers and boys, stood second in a schedule of fourteen games. At the close of the Summer, we had fifteen baseball teams, composed of boys of all ages and sizes. Prospects are good for the continuation of this league for the next biennium.

In the *Anti-Tuberculosis Poster Contest*, one of our boys, working in the Paint Department, won the State Prize for the best oil color poster, this in open competition with the High School students all over the State.

Our *Band* has been unusually fortunate in receiving invitations to furnish music for many gala occasions during the past two years; twice to Idaho Falls; many times to St. Anthony; twice to Parker;

once each to Sugar City, Rexburg, and Rigby; three times to Ashton, the most enjoyable of which was the occasion of the celebrated Dog Races last Winter; once to Dubois; perhaps the greatest treat of all was the W. O. W. picnic at Mack's ranch, where the boys camped in the woods for three days. The Band and Orchestra have both been particularly strong at all times during the past two years. Musical instruction, in band and orchestra, is now given to eighty boys, almost half of the entire male enrollment of the School. The trips give encouragement to the boys, and provide an opportunity for the public to know a little of our accomplishments. Several of our boys have earned enough money to purchase their own instruments during the past year by playing with commercial orchestras.

The program of extending invitations to men and women from all parts of the State to visit us during the past two years has brought many interested people: Club ladies, physicians, lawyers, State officials, including many Probate Judges and Legislators, educators, farmers, Rotary and Kiwanis Clubs, Lodges, Medical Associations, and Schools. The largest delegation was the Rexburg L. D. S. Church, when they celebrated their Old Folks' Day, at which time we entertained more than four hundred adults. All of these events enter into our plan of legitimately placing the School before the people of the State for what it really is.

The *Kiwanis Club of St. Anthony* must receive special mention for assisting us in these plans. This Club promoted a Field Day program for our children, which, in spite of inclement weather, brought several hundred citizens to our grounds, and provided our people with a diversion long to be remembered. The Kiwanians were assisted by the Rotary Club of Rexburg, and the citizens of St. Anthony. At the close of a delightful afternoon, it was voted by those present to make the event an annual affair.

Again, the Kiwanis Club issued a booklet, entitled "Know Your State Institutions," which devoted itself to carefully arranged facts concerning the Industrial School; these were widely distributed, and have done much to clear up misconceptions of the School.

At the beginning of this biennium, a scheme of awards was adopted, which provided for a "Special Feed" to each company at the end of a three months' period, when such company offered a record of no attempted escapes. From previous experience, it was not anticipated that such a thing as a twelve-month clean record were possible, however, as time elapsed, we were compelled to add a "Super Special Feed" to companies with no attempted escapes in one year; such "Feeds" have been celebrated by Company "A," the old boys; Company "B" or the middle aged boys; and both Companies "M" and "H," the girls companies; while Company "C," the small boys, only missed by a few weeks. The record along this line has never before been approached.

We hereby wish to express our commendation and appreciation to all the boys and girls for their fine co-operative spirit in bringing this about. A runaway has a peculiar psychological effect: It tends to destroy morale in the School; it creates a spirit of distrust among the officers; it reacts on the individual offender, in making him less amenable to rules, out of harmony with his surroundings, and gives him a certain "wanderlust" that is apt to abide with him throughout his life. All-in-all, it is a worry to the authorities, a bad example to the pupils of the School, and a real curse to the offender, therefore, we wish to discourage it in every way possible. The experience of the past two years leads us to believe that even better results may be obtained.

At Christmas time, 1921, the children were all made happy by the presentation of one thousand extra credits; this was not so much the generosity of the management as it was a plan by which our population might be reduced, for we had then enrolled two-hundred-and-four boys with a legal capacity for but seventy-five. Living conditions became unbearably crowded. At the same time, a request went to the Probate Judges to send us only those boys and girls who were absolutely ungovernable in their local environment. With the present housing facilities, we can now take care of two-hundred-and-eighty boys and at least one hundred girls, so there is little likelihood of again overcrowding the School, at least for several years.

Plans for a State wide *Meeting of Probate Judges and Probation Officers* here at the School did not meet with a general approval on account of the expense to be incurred at the particular time such meeting was proposed. Then, too, a suitable speaker of national reputation could not be secured at the time. These plans will be revived soon after the new Judges take their offices in January.

With an unusual degree of sadness and regret, we record the loss to the Institution of Dr. Harshbarger, who has so faithfully ministered to our boys and girls for the past seven years; a mental derangement, which may have resulted indirectly from his professional devotion to his duties here at the School, has denied us his services, perhaps for all time. He will be remembered with respect and high appreciation by all with whom he labored.

### ACCOMPLISHMENTS

Noteworthy in accomplishments was the completion of the Girls' Cottages. These buildings, exactly alike in every detail, eighty-two by sixty-two feet, with two full stories, an attic, and full basement, stand as a monument to the trades-boys of this Institution and their foremen, for it was through their labors that these beautiful buildings became possible. With an original appropriation of fifty thousand dollars for buildings and grounds, the work was carried to about one-third completion when the funds were exhausted. Although the boys had been used to some extent, it now became necessary to call

upon them for practically all the remaining labor. Contractors bid sixty-seven thousand dollars as the amount necessary to complete these buildings, the Legislature gave us seventeen thousand five hundred dollars with which to do the same work. It is done, and within the appropriation. Those who have inspected the buildings, declare that the work is not only acceptable, but is superior in most details to that of public buildings done by the best contractors. It has taken longer, of course, to accomplish this than it would have done under contract, but the class of work, the saving to the taxpayers, and the resulting benefit to our trades boys, have justified the delay, at least that is the feeling of those in charge. We have two modern buildings, substantially built and in every way adequate to take care of our needs for several years. Out-buildings of various kinds may be necessary, as it is the aim of the State Board of Education to make this Girls' School an independent unit of the Industrial School, still retaining one management in order to keep down overhead expense and to have each of the two units assist the other in items of production. Each building is complete within itself, with its living rooms, dining room, school room, play room, kitchen and dormitory, thus providing a distinct separation of older and younger girls. The grading and leveling of the grounds has taken three months of hard labor, involving several boys, a man, and sometimes several teams; at least six hundred wagon loads of dirt were removed from the premises, and practically every square foot of surface had to be either filled or graded down, in order to secure the right lay of the land for proper irrigation and drainage. The State Landscape Gardener will plot our grounds, so that the Spring of 1923 will inaugurate a systematic plan of seeding, setting and planting, that should make these buildings and grounds one of the show places of all Idaho. We are proud of our accomplishments in completing these buildings each estimated to be worth eighty thousand dollars, but at an actual cost of about thirty-five thousand dollars each.

Other accomplishments worthy of note may be enumerated as follows:

The drive-ways and walks about the Main Plant were entirely overhauled, straightened, graded, and covered with cinders, adding much to the looks and convenience of the place.

Many low places about the campus were filled with dirt taken from the excavations for basements of the Girls' Cottages, thus doing away with unsightly places, where sub water collected in summer, and served as breeding places for mosquitoes. We estimate that we have reduced the mosquito pest better than one-half by this work, and at the same time made possible beautiful grassy lawns where previously swamps obtained.

A lava rock fountain in our front yard, with its prospective gold fish, water lilies, and ferns, will add much to our summer pleasure and beauty.



Several beds of tulips and like flowers have been arranged, to give a break in the monotony of trees and grass about the campus.

We have reclaimed during the past year some fifty acres of land, a part of which had been Spring pasture, other parts just waste. This is added to the farm and garden as highly productive and necessary enlargements to our cultivated areas. We expect to reclaim approximately thirty more acres in 1923.

We have placed screens on all dormitory, and most living room windows, much to the comfort of our children, who in the past have suffered greatly from mosquitoes and flies. We wish to complete this work with a new appropriation.

A concrete tunnel of eight hundred feet was built, carrying all main heat and water pipes. This tunnel has reinforced covering, which serves as a side walk, the heat from below keeping the walk clear of snow and ice in the severest weather. With new insulation on the steam pipes, a great saving in fuel is effected. We are asking for an appropriation to extend this plan to all laterals, in order to make our plant more highly efficient.

A small addition to the shop building has provided a house and vat for the manufacture of laundry soap, and soap for scrubbing purposes, thus saving several hundred dollars annually.

The old abandoned potato house has been remodeled into an ice house, capable of storing three hundred tons of ice. This building also contains a room for storage of garden seed, and another room for garden tools. At a cost of a few dollars we have provided ourselves with these needed additions.

The dilapidated and inadequate wooden hot beds have been replaced by beds of reinforced concrete of double capacity and convenience.

The furnaces have been completely overhauled and relined. The plumbing, steam fitting and electrical departments refinished, new tools added, the pumps have been reset and repaired, the taps, toilets, and lavatories have been put into first-class condition, so that our plant, as a whole, is one hundred per cent more efficient than at the beginning of the biennium. Too much credit cannot be given to the present head of these departments.

The establishment and maintenance of a High School department has proven its worth, as evidenced by the fact that more of our high school boys and girls continue in school after they are paroled, than the pupils from any other department.

In fact, only three out of twenty-five high school boys, who were with us in 1921, dropped out of school upon their return home, and reports coming from principals and superintendents convince us that our high school department is doing fine work. We shall continue and enlarge this department, as necessity demands.

A small loom was purchased, at a cost of thirty-five dollars; it is estimated that twenty-five hundred dollars' worth of rugs and car-

pets have been woven on this loom during this biennium. Over four hundred rugs were thus provided for our new cottages. Much commercial weaving has been done. We wish to add a more adequate loom to this department so that we may weave tapestries, table scarfs, etc., in designs. This should provide interesting and profitable industrial employment for the girls.

Bead work has been recently successfully introduced among the boys. They are now making beautiful necklaces, fobs, beaded bags, and hat bands, as a pastime in the cottages during the long Winter evenings.

In the shoe department, with practically no machinery, we have been making the greater part of our work shoes, at a cost thirty per cent less than we could buy them on the open market, at the same time providing valuable training for our boys.

The establishment of a barber shop has resulted in neater and more uniform appearance among our boys, at the same time teaching a new trade to several lads. We expect to perfect this trade as we have more room and new help.

The experiments in 1921 with a home dehydrating plant were highly successful, as evidenced by the fact that we dried for Winter use in 1922 the following: 390 bushels of peas (measured in the pod); 450 bushels of corn (measured in the husk); 375 bushels of string beans; 50 bushels of young onions; 50 bushels of turnips; 50 bushels of beets; 80 bushels of apples; 525 squashes. Experiments in the drying of rhubarb, spinach, cauliflower, raspberries and plums were entirely successful so that these will be added to our list next season. In providing the large quantity of peas necessary for table use, and drying, we seeded, with a regular press drill, a four-acre tract with garden peas. From this patch we used generously all season, at the rate of sixty gallons of shelled peas per week and at the same time we dried the vast amount quoted above. At the end of the season, this same patch furnished feed for two hundred head of hogs for more than two months. The seed cost us less than ten dollars.

For the first time for several years, we had a special woman to take care of the canning, with the result that we have an enormous amount of canned goods of high quality, including strawberries, raspberries, pickles of all kinds, jellies and preserves, tomatoes, catsup,—in fact, nearly everything needed, thus eliminating a heavy food cost. In strawberries alone, we have more than four hundred gallons. Pickles run to thirty barrels, jellies and jams to one hundred gallons, and fifty gallons of catsup.

In this connection, it is of interest to note that our Ever-bearing strawberry patch, of one and one-eighth acres produced almost three thousand gallons of fine berries during the season of 1922, and gave us an additional revenue of better than five hundred dollars in plant sales during the Spring. Thus this small patch, intensely cultivated, has been worth to us in the one season, at actual market prices, better

than two thousand dollars. This is not strange when we record the fact that the actual picking season extended from the eighteenth of June to the third of November.

The poultry department we have built up, until now we have six hundred hens, providing plenty of eggs for all purposes, and furnishing young fowls for holiday dinners. We have added ducks, after providing a fine artificial pond and a new house. We shall add a few geese this Fall, thus providing for special dinners, and at the same time fit our various dormitories with uniform feather pillows of the right kind.

In 1921-22 for the first time we undertook the curing of hams and bacon for Summer use. We had raised two hundred fine hogs for this purpose; a total of two tons of fine sugar cured hams, and three thousand pounds of first-class bacon, besides the fresh pork and lard, greatly reduced our living expenses this year. This plan of operating, with certain modifications, will continue.

The farm and garden crops, in both years of the biennium, were very satisfactory. An extension of acreage in both departments has assisted materially in reducing costs. We have called on the garden for more and more, as our drying plant has been developing, and the farm has been taxed to raise enough for the increased dairy herd, the enlargement of our flock of sheep and the quadrupling of the hog production. In 1922 the farm produced as follows,—two hundred tons of hay; twenty-two hundred bushels of oats; twelve hundred bushels of barley; one thousand bushels of wheat; two hundred tons of silage corn; ten thousand bushels of potatoes. We have our potatoes all from certified seed and have carried on the proper roguing during the Summer to keep the crop certified.

In the garden, we have produced as follows,—6750 bunches of radishes; 1500 heads of lettuce; 1500 pounds of lettuce; 8000 pounds of tomatoes; 975 bunches of celery; 29 barrels of cucumber pickles; 3230 pounds of asparagus; 3508 pounds of rhubarb; 210 bushels of cucumbers (used for slicing); 300 dozen small pickling cucumbers; 450 bushels of sweet corn; 340 bushels of beans; three barrels of beans (put down in brine); 540 bushels of peas; 125 bushels of turnips; 70 bushels of beets; 200 bushels of onions; 2350 squashes and pumpkins; 200 bushels of carrots; 50 bushels of rutabagas; 5600 heads of cabbage; 1800 pounds of cauliflower; 250 dozen green peppers; 130 egg plants; 30,170 boxes of strawberries; 2760 boxes of raspberries; 220 bushels of apples. This was for 1922. If these products were sold at average prices they would bring in more than ten thousand dollars.

During the Summer and Fall we have built two fine ponds, that practically fill themselves from the subwater; one small pond for ducks and geese, the other a larger one for skating and ice cutting in Winter, and to serve as a swimming pool during the Summer. Unless the snow is kept off during the Winter, the ice crop is usually of

poor quality; this pond will have running water and be near at hand where we can keep the snow off and provide abundant ice, convenient to our storage house.

The purchase of a second hand threshing outfit has added much to our farm convenience. We can now thresh early in the Fall, bale our straw, and better provide for Winter feeding. During the Fall of 1921, we did twelve hundred dollars worth of commercial threshing, besides our own, thus practically paying for our outfit, which cost fifteen hundred dollars.

Our horses are getting old, hence it becomes necessary to start a program of production, in order to avoid purchase later on; we have six fine colts, and expect to continue the present ratio of increase during the coming biennium.

The Dairy Department has been completely reorganized; an expert Dairy man has been installed; a prize winning Holstein bull has been added; cows are now on official test, and the dairy is being brought up to a high standard, both as to breeding and milk production. A great demand is in evidence for high class dairy stock in this section, and we wish to be able to provide such and to become a model for the other dairies in this part of the State.

The health of the School has been unusually good; only one contagious disease have we had, that being Scarletina, at which time our Hospital was quarantined for a few weeks. Several major operations have been successfully performed during the two years. No deaths of children have occurred at the School for five years.

During the biennium, an unusual number of girls affected with venereal diseases have been committed to us. Under the law, we may not receive them. During 1921, we simply had these girls transferred to Boise, where the Department of Public Welfare provided a place to take care of them. The appropriation for this purpose proved entirely inadequate, and became entirely exhausted before the end of the first year of the biennium. Since that time, we have been compelled to return all such girls to the County from which they came, where often times the local authorities were compelled to turn them loose without provisions for treatment. Later on, under "Needs," I shall discuss our views of this situation.

In working out the accomplishments of the past two years, let me assure you that all attempts have not met with success. It has taken much study, many trials and experiments, to bring the results herein recorded. We have failed at times, and tried again, with success. Other times we have failed, and given up the project, as good judgment dictated.

I have left for the last discussion, the greatest of all our enterprises; no matter how wonderful may have been our accomplishments along other lines, these all fade into insignificance along side the great problem of Character Building, in our boys and girls. Briefly,

let me state the aims and accomplishments along this line, rather categorically.

We have developed a feeling of School pride in our young people.

We have striven to raise the ideals of the School in order to produce a justification for such pride.

We have tried hard to inculcate a desire for education.

We have tried to send each child out with an ambition to be a useful citizen; failure in this in certain cases, has taught us that an immediate return with a prolonged stay is desirable; even a third return of paroled children may be highly successful. Operating on this principle, we have returned more boys and girls during the biennium than were ever returned in a like period of the School's history, and the results have proven the wisdom of the plan.

We have made an effort to obtain the co-operation of every local community to which our children are returned, to the end that every Industrial School boy or girl may have a fair and just chance to make good.

We have induced a feeling of reverence for law and order, a respect for constituted authority, and a feeling of friendship for all who deal out true justice, even though such may have caused the commitment of a child to this Institution. This is strongly evidenced by the many letters children have written to the Probate Judges who committed them, and the friendly feeling exhibited by our pupils to the Probation Officer who brought them to the School. "I want to thank you for what you have done for me," is the most common approach upon the meeting of our children with these officers.

We have fostered a spirit of "Square Deal" to the end that our children, when asked by outsiders concerning their treatment here, invariably reply, "The School is just what you make it; if we play fair, we have no trouble at all; if we play crooked, we make trouble for ourselves." We claim this is true all through life, and should be the first lesson of good citizenship.

In these aims, we have been successful with an increasing number of boys and girls. We are proud of our success; we bitterly lament our failures; we shall put forth every effort to improve our methods, to develop a more careful study of individual needs, to apply more personal attention in the difficult cases, with the idea of reclaiming every child sent to us, where there is a mental basis upon which we can work.

### NEEDS

Again I feel constrained to call attention to our crying need of a suitable Gymnasium; we have thoroughly convinced every visitor to the Institution during the past two years, that it is nothing less than a sin to confine our boys in small rooms all Winter, without the means of constructive physical exercise. We are asking for a reappropriation of money, once granted for this purpose. This is not the place

to go fully into a discussion of this proposition; it is evident to all who have devoted a moment's thought to the question, that we need such a building. We ask for an appropriation, covering materials alone; we shall willingly undertake to do all the work in connection with its construction.

As pointed out in another place, we need to extend our tunnel system to all parts of the heating system. Economy and efficiency demand this.

We need to add a few high bred animals to our various herds and flocks, in order to have pure bred stock in every department, thus supplying a model farm for our boys, and better serving the State as a source of supply.

We need a revision or an amendment to the Juvenile Laws of the State, covering the decision of the Supreme Court in the Case of *Martin vs. Vincent*, which makes it mandatory on the part of the Superintendent of the Industrial School, in cases of Habeas Corpus, to allege and prove that the parent or parents of a child committed to the School, is not a competent person to have charge of such child. It is evident that this is an impossible situation. The Superintendent has no knowledge of such parent or parents, even if he had such knowledge he has no reason for or methods of proving incompetency on the part of these parents. He cannot call witnesses; he has no basis for facts. The Commitment by the Juvenile or District Court is the *only* authority the Superintendent has for holding such child, and he cannot go back of such commitment, as he has absolutely nothing to do with the case up to the time of the arrival of the child at the Institution. It is entirely undesirable for the State to stand the expense and trouble involved in retrying every case coming from the Juvenile Courts. Under present laws and decisions, any child in the Institution can be freed by Habeas Corpus, except perhaps those committed by the District Courts, or transferred from the Penitentiary. The following amendment to the present law has been suggested to remedy this condition:

"1146-a: The foregoing order of commitment shall be deemed to be conclusive evidence of the facts recited therein, and upon which the order of commitment is issued; and in any proceedings brought to recover the custody or control of any boy or girl committed thereunder, such commitment shall be a complete justification and protection to the superintendent, assistant superintendent, or other person in charge of such boy or girl."

We heartily recommend its enactment.

The State needs to make some provision for the care of juveniles afflicted with Venereal Diseases. They are a real menace to Society and to posterity. The boy or girl who is a moral leper, is certainly a delinquent of the worst type. There now is absolutely no provision for their care and treatment.

My recommendation is that five per cent of all funds accruing as earning of the State Athletic Commission for the next biennium, be appropriated to the Idaho Industrial Training School, for physical apparatus and physical training.

It is highly necessary to carry on the program of completing the New School for Girls; the hospital facilities should be taken care of, the grounds, fences, walks, and road ways should be provided for at once.

Below is given the attendance record for 1921-1922, and other information in statistical form, that should be of interest to those who keep up with juvenile conditions.

No. Pupils enrolled Nov. 1, 1920.....	Boys 172	Girls 49	Total 221
No. Pupils committed during the biennium .....	Boys 204	Girls 79	Total 283
No. Pupils returned during the biennium .....	Boys 19	Girls 3	Total 22
Total number belonging during the biennium .....	Boys 395	Girls 131	Total 526
Total number paroled during biennium .....	Boys 254	Girls 58	Total 312
*Paroled pupils returned .....	Boys 223	Girls 53	Total 276
*These include those sent out on temporary parole, as well as those on permanent parole.			
Released or discharged .....	Boys 5	Girls 0	Total 5
Transferred to school for feeble minded .....	Boys 1	Girls 2	Total 3
Total dismissed from all causes.....	Boys 229	Girls 55	Total 284
Total remaining on November 1, 1922 .....	Boys 166	Girls 76	Total 242
Number of attempted escapes during biennium .....	Boys 23	Girls 7	Total 30

#### Causes of Commitment, as Shown by Commitment Papers

	Boys	Girls	Percent Boys	Percent Girls
Theft .....	203	4	52	3
Incorrigibility .....	154	77	39	57
Forgery .....	25	5	6	4
Truancy .....	8	—	2	—
Immorality .....	5	45	1	35
Total .....	395	131		

#### COUNTY DISTRIBUTION OF PUPILS

Committed From November 1, 1920, to November 1, 1922

	Boys	Girls	Totals
Ada.....	20	7	27
Adams.....	3	1	4

Bannock.....	19	7	26
Bear Lake.....	6	0	6
Benewah.....	3	1	4
Bingham.....	9	1	10
Blaine.....	0	1	1
Bonner.....	2	7	9
Bonneville.....	9	9	18
Boundary.....	4	0	4
Butte.....	2	0	2
Camas.....	1	0	1
Canyon.....	29	10	39
Cassia.....	3	4	7
Clark.....	2	0	2
Clearwater.....	1	0	1
Custer.....	0	0	—
Elmore.....	1	1	2
Franklin.....	0	1	1
Fremont.....	1	1	2
Gooding.....	1	0	1
Gem.....	2	2	4
Idaho.....	1	0	1
Jefferson.....	1	1	2
Jerome.....	3	0	3
Kootenai.....	14	2	16
Latah.....	8	2	10
Lemhi.....	1	1	2
Lewis.....	7	3	10
Madison.....	1	1	2
Minidoka.....	2	2	4
Nez Perce.....	4	5	9
Payette.....	1	2	3
Power.....	0	1	1
Shoshone.....	4	2	6
Teton.....	1	0	1
Twin Falls.....	33	4	37
Valley.....	1	0	1
Washington.....	4	0	4

It may be noted that thirty-eight Counties are represented in our enrollment for the biennium.

#### AGE STATISTICS

Average age at commitment.....	Boys, 14 years, 1 month
Average age at commitment.....	Girls, 14 years, 5 months
Average age of discharge.....	Boys, 15 years, 5 months
Average age of discharge.....	Girls, 16 years, 9 months



The above table shows a decided change from that of the preceding biennium, in that the boys are older, and the girls are younger, both for commitment and discharge.

Average time to complete credits.....Boys, 1 year, 3 months  
Average time to complete credits.....Girls, 2 years, 3 months

#### STATISTICS ON DOMESTIC RELATIONS

Home Conditions	Boys	Girls	Total	Percent
Parents separated .....	97	41	138	26
Father dead .....	63	23	86	16
Mother dead .....	67	31	98	19
Both parents dead .....	14	2	16	3
Both parents living together.....	154	34	188	36
Total number of children from broken homes .....	241	97	338	65

It will be noted that the number of children from broken homes has decreased in two years, from 79% to 65%, showing a greater tendency toward delinquency along lines not dependent upon lack of home, but rather quality of home.

#### CHURCH AFFILIATIONS

	Boys	Girls
No Church.....	114	37
Presbyterian.....	18	6
Baptist.....	29	10
Methodist.....	44	12
Christian.....	35	8
Catholic.....	24	13
Salvation Army.....	4	2
L. D. S.....	94	24
Adventist.....	4	3
Episcopalian.....	2	4
Holy Roller.....	1	0
Lutheran.....	5	5
Congregational.....	2	0
Christian Science.....	3	1
Pentacostal Mission.....	3	2
Friends.....	4	0
Nazarene.....	4	0
Brethren.....	1	1
Holiness.....	1	0
Dunkard.....	1	1
Jewish.....	1	0
Church of God.....	1	1
Spiritualist.....	0	1
Russelite.....	1	0

The results of the Intelligence Tests for the entire School are given below. The tests were given in 1921, under the direction of Prof. C. L. Harlan, of the Lewiston Normal School; we are also including his comments on these tests.

### INTELLIGENCE TEST RESULTS OF INDUSTRIAL SCHOOL BOYS

School Grade	4	5	6	7	8	9	To- tals	
I. Q.								
45 .....				1			1	
50 .....	1	1		1			3	
55 .....	1						1	
60 .....		2					2	
65 .....		1	1	2		1	5	Inferior 12.9%
70 .....	1	2	4	1			8	
75 .....		4		4			8	
80 .....	2	1	1	4	2	1	11	Dull
85 .....	1	3	4	1	9	2	20	47 equals 34%
90 .....	3	1	2	5	1	5	17	
95 .....		3		4	3	2	12	
100 .....		1	3	3	7	2	16	Normal
105 .....					2	1	3	48 equals 35%
110 .....		1		3		3	7	
115 .....		2				3	5	
120 .....	2		1	1		1	5	Bright
125 .....	1	1			2	3	7	24 equals 18%
130 .....						1	1	
135 .....				1		1	2	Superior
140 .....	1						1	4 equals 4%
Totals .....	13	23	16	31	27	25	135	
Medians .....	92	87	88	92	98	105	93	

### INTELLIGENCE TEST RESULTS INDUSTRIAL SCHOOL GIRLS

School Grade	5	7	8	Total	
I. Q.					
40 .....	1			1	
50 .....	1	1		2	
55 .....	1			1	
60 .....	1	1	1	3	Inferior
65 .....		1		1	8 equals 24%
70 .....	2	2		4	
80 .....		1	3	4	Dull
85 .....		1	4	5	13 equals 40%

90 .....	1	2	1	4	
95 .....	1	1	1	3	
100 .....	1	1		2	Normal
105 .....			1	1	10 equals 30%
110 .....		1	1	2	Bright 2 equals 6%
Totals .....	9	12	12	33	
Medians .....	73	85	88	86	

1. Girls rank much lower than boys.
2. No girls in superior group and only two in bright.
3. Median for girls group is in Dull group.
4. Median for boys is in Normal group.
5. Ratings on Scholarship, Industry, and Intelligence correspond fairly well with test scores.
6. There may be some in the Inferior group who are feeble minded. Industrial tests should be given to verify these findings for the Inferior group.

(Signed)

C. L. HARLAN.

#### NOTES ON STATISTICS

It is a noteworthy fact that attempts to escape have been reduced by more than one half, as measured by the previous biennium, and actual escapes from the premises total but fourteen, during the two years. This is a record without parallel in the School's history.

The Intelligence Tests show a rating slightly superior to that of the average country school, with decided variations in some particulars, as for instance, we have more children with special talent than is to be found in any Public School.

The biennium just past has a higher average enrollment than any previous two-year period. The greatest enrollment of boys at any one time was two hundred and four, on November 14, 1921. The highest girl enrollment was eighty-three, on August 23, 1922. No near approach to these figures have been reached since 1916, when there were one hundred and fifty-nine boys and sixty-nine girls.

The great number of children passing through the School during the biennium, would indicate a shorter stay than usual. This was due to the one thousand special credits given to each child at Christmas time, 1921, in order to reduce the enrollment. As a matter of close observation, it is evident that a longer enrollment should obtain, for fourteen months is not usually sufficient time to teach a trade, and to readjust habits.

Respectfully submitted,  
W. D. VINCENT,  
Superintendent.

**REPORT OF SCHOOL FOR DEAF  
AND BLIND**



# REPORT OF SCHOOL FOR DEAF AND BLIND

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## REPORT OF THE SUPERINTENDENT

*To the Commissioner of Education:*

A well-known lecturer made a talk not long ago to our deaf and blind children about education, emphasizing the three sides of our being which must be educated. As he spoke in turn of the development of head and hand and heart, I thought once more of the exceptional opportunity offered in a school of this kind for the rounding out of children in all three ways. Our pupils are in the institution three-fourths of their time for from ten to twelve years during the formative period of their lives. Teachers and officers are responsible for their development in every way.

During the biennium about to close, the greatest possible gain in all three phases of education has been our goal. This report will be, in the main, a summary of what has been accomplished.

### LITERARY DEPARTMENT

In the fall of 1921, it being evident that the superintendent could not find time for the detailed supervision of the school work essential in the deaf department, a supervising teacher was employed, and Miss Frances McClelland came from Pennsylvania to take up the work. The hearty cooperation of the teachers has made it possible for her to foster an interest in speech and lip-reading which has been most gratifying in its results. Miss McClelland conducts classes in lip-reading for the older classes in the Muller-Walle method, and some of the students have attained a marked ability.

The use of the piano in voice training has been continued, speech and lip-reading have been encouraged on the outside as well as in school, chapel exercises are conducted orally, and, by request of some of the older pupils, a table has been set aside for them in the dining room at which no signing is allowed. In this way, the use of the speech and lip-reading learned in the school room is becoming wider in its application to the normal communication between the deaf children and the outside world.

However, the use of the sign language has not been prohibited. Sermons and lectures are quite frequently interpreted by the superintendent for the benefit of the older pupils. Substitution of proficiency in speech and lip-reading, rather than prohibiting the use of the only means of expression at their ready command, has been our method of procedure with the older boys and girls, and a real response from them has crowned our efforts.

With the younger classes, it is hoped that oralism can be followed with greater success, although, since isolation is not possible, it is necessary to combat constantly the influence of signs. The ideal way, which is being followed in many schools in other states, is to have an exclusively oral building where the natural gestures of the incoming beginners can be supplanted by speech, and all communication conducted orally. Gradually, the entire deaf department could be made into a purely oral school. When that had been accomplished the building could be used as a separate unit for the blind. Thus, two ends would be served, both very important. There is no advantage in housing together the deaf and the blind, and, obviously, every disadvantage. Economy in overhead would still be maintained since both schools would be under the same management. At this time, a generous appropriation is being asked for to bring up the standards of the present plant, hence no new building can be requested, but in the next few years, such a plan would be of inestimable value to the school.

### **LIBRARIES**

The opening of special reading rooms for both the deaf and the blind has proven most satisfactory. Added interest in reading both books and magazines is quite apparent, as is also the inadequacy of our supply of reading matter. We hope to add materially to the number of volumes for both libraries from the new appropriation. The print library has been recatalogued, and regular, supervised reading hours have been instituted. The library for the blind will need especial replenishing, for the new Revised Braille system is rapidly replacing New York Point, in which most of our books are embossed.

### **ART AND BASKETRY**

The department of art and basketry has grown to considerable proportions and very creditable work is being done. The small deaf children have tracing, coloring, and construction; the older ones, drawing and water color painting, stencilling, lettering, and scroll work; and the blind have made excellent progress in basketry. A special Saturday morning class is held for those among the older deaf children who show marked ability. Three of our pupils received honorable mention in the 1921 poster contest of the Anti-Tuberculosis Association. Although what we have done in this department is really only a meagre beginning, the interest shown by the children makes us realize the possibility of training the artistic ability of the deaf, from both the aesthetic and the commercial points of view, until drawing and painting will give the deaf somewhat the same enjoyment and profit afforded the blind by music. The baskets made by the blind children have a real commercial value, a great many of them having been sold at public and private sales.

### MUSIC

The Music Department continues to brighten the days of our blind pupils. Miss Inez Sanger, graduate of the University of Idaho, took charge of the department in the fall of 1922 in place of Miss Agnes Haugan, who resigned in the spring to be married. Piano and voice are taught to all blind children who can profit by them, and violin will be added before long. Miss Sanger has student recitals once a month, and vesper concerts will be given monthly on Sundays during the winter.

### GYMNASIUM

One of the most salutary things done for this school in its history was the placing in the hands of a trained instructor the physical education of the children. Gymnastics has for several years been given as a side issue by a teacher or a supervisor, and notably good work done by Miss Lucille Stone, while supervisor in 1921. But, with the engaging of Miss Irene Buckley for the current session, the school has its first regular, full-time instructor. Much corrective work is being done, and every child is given regular and systematic instruction. Classes in gymnastic and social dancing, basketball, and supervised play are well under way. The Blind are prone to abnormal posture, especially in walking, and already the effects of added confidence and greater ease of movement are beginning to tell. No work carried on here will prove more beneficial to both deaf and blind than the physical training, which so amply affords enjoyment in normal, wholesome activities. With money appropriated by the last legislature, a very good outdoor gymnasium was set up in the summer of 1921, which has been a source of delight to the girls, as the boys playground has to them for some years. A new concrete sand pile now adorns the small girls' playgrounds. The indoor gymnasium is much in need of equipment, and we are asking for an appropriation for showers, dressing rooms, seats, balls and suits, even though not much apparatus can be bought at the present time.

### DOMESTIC SCIENCE

Miss Hattie Michaels has been engaged for the present school year to take the place of Mrs. Josephine Enright, who resigned to return to her old home at Eugene, Oregon. Instruction in plain and fancy sewing and in cooking is given to all the older girls. Annual Christmas sales are held and spring exhibitions, open to the public.

### PRINTING OFFICE

The Printing office, opened just prior to the beginning of the present biennium, besides giving instruction to a group of older deaf boys, has put out a number of jobs for other institutions, and printed our monthly school paper, *The Optimist*, which is sent in exchange to other schools for the Deaf and Blind and by subscription to the



parents and friends of the children here. The little paper is invaluable as an aid to the teaching of language, not only to the boys who print it, but to the whole school. Recently, we have taken the contract for printing *The Lantern*, Gooding High School Bi-monthly. This gives practice in setting advertisements and offsets a little the expense of the shop.

#### CARPENTER SHOP

The carpenter boys have made many useful articles for the house and for the farm. The tables in both libraries, the shelves in the blind library, the typewriter shelf in the advanced blind schoolroom, book-cases, tool boxes, blackboards, toilet shelves, shoe blacking boxes, cases for athletic material, and many other things to be seen about the place are the result of their handiwork. They have also accomplished an immense amount of repair work, on lockers, windows, doors, and furniture, especially chairs. On the outside, they have made a frame garage for the Ford Sedan, trash boxes for the lawn, a chicken house with nests and feeders, two brooders, automatic feeder for the pigs, mail boxes, and many other things.

#### AGRICULTURE

After repeated failures to find a farmer interested in and capable of instructing boys in agriculture, it was decided to procure a man experienced in teaching as well as in farming, and in June, 1922, Mr. L. K. Saum, formerly teacher of agriculture in Gooding High School, was elected to the position of Farmer and Instructor in Agriculture. Four boys are regularly enrolled for the course. There is class recitation and demonstration, field work, and assignment of chores. More classes will be added as the work progresses, and every boy over twelve will be under Mr. Saum's instruction.

The raising of Plymouth Rock chickens, Duroc Jersey Hogs, and Holstein dairy stock, is proving profitable, furnishing the institution with all of its milk and cream and most of its eggs and pork.

A ten-acre plot of land has been added to the school through the purchase of Tract 13, South Gooding Acreage. A good barley crop was raised during the season of 1922. On a leased five-acre piece of land opposite the school, more than enough potatoes were raised to supply the table for the current year.

In 1921, a much needed implement shed was added to the group of farm buildings. It is a neat, red, frame structure, with a straw shed at one end.

#### MORAL TRAINING

Standard of fairness, uprightness, and wholesomeness of thought are set for the boys and girls of the school, and moral lessons are taught formally and informally as occasion demands. The blind children attend Sunday School and Church with the several Gooding congregations, according to the preference expressed by themselves or

their parents. A chaperone accompanies them to their respective churches, and brings them back to school afterwards. Owing to the greater difficulty of following the service, the deaf children have their own Sunday School at the institution, taught by their regular teachers. Chapel services are held on Sunday afternoons for the older students. On special occasions, attendance is permitted at churches in Gooding and usually the service is interpreted in signs.

### HEALTH

Remarkably good health has continuously been enjoyed throughout the school. A careful examination of all the children was made by the travelling nurse of the Anti-Tuberculosis Association in March, 1922, and an excellent report submitted. According to her statistics, this school could boast seven per cent more perfect weights than any other school examined in the state and thirty-nine per cent more than in the last public school she had visited. For the proper performance of health chores, a banner of award was sent to the institution by the Association. This record says its word for regular habits, wholesome food, and plenty of sleep, fresh air and exercise. Thirteen operations for adenoids and hypertrophied tonsils have been performed, with a consequent reduction of old repeating cases of tonsillitis. Several more will be done upon the consenting of parents. No cases of serious illness have occurred.

At the last legislature, through the influence of the authorities of the school, a law was passed making it incumbent upon physicians and others officiating at births to use silver nitrate or argyrol as a preventative of blindness. This measure should result in a fifty per cent reduction in all cases of blindness, and a one hundred per cent elimination of Ophthalmia Neonatorum.

### NORMAL DEPARTMENT

The Normal Department, begun in 1920, has graduated two classes of three young ladies each, all of whom are successfully working in teaching positions. The class of '23 has four students. These students give valuable assistance to regular teachers of the deaf, and prepare themselves in one year to take up the work in this school or in other states. They receive board and tuition free, but are assigned duties in the school rooms and in the household management to offset this expense.

### GROUNDS

Many changes have been made in the grounds. New lawn has been planted at the rear of the main building and in a loop made by a new front driveway. A group of deciduous trees has been planted near the northwest corner of the grounds, and a number of evergreens set out in different places. Shrubbery has been planted in clumps near the steps and the corners of the different buildings. All trees

have been trimmed. Altogether the grounds have a neat and promising appearance. It is hoped that in the near future, electric wires can be placed underground, and wood stove pipe substituted for the open irrigation ditches now in use, at least in the part of the grounds immediately surrounding the buildings. A new concrete walk has been laid from the school building to the Main Street sidewalk, and the public walk completed on Main Street from a point west of the school building to the junction with the neighboring property on the south. The road at the back of the Main Building has been made into new lawn, and a new road opened at the extreme southern boundary of our property. This means improved appearance and greater convenience for farm and coal bins.

### HEATING PLANT

A new central heating plant was installed in the fall of 1921. It is a low pressure system, with vacuum pump and Dunham traps, and is vastly superior to the old system of heating by units. Only one of the two boilers has been set up, the other being left until further appropriation allows its installation. It is needed as an emergency boiler, and it is possible that it can be used with high pressure, to supply steam to the laundry. A much needed mangle awaits installation until there can be supplied the steam necessary for its operation.

### BUDGET

At the beginning of the biennium, the institution was in great need of renovation, both inside and outside. An adequate appropriation has made it possible to change the aspect of the school to a great extent. The budget presented to the coming legislature will again request sufficient funds to continue this improvement and to add to the furnishings and general equipment of the school until this institution will take creditable rank in efficiency with its sister schools in other states.

### ENROLLMENT

	DEAF		BLIND		Total
	Boys	Girls	Boys	Girls	
Enrollment last report .....	30	30	14	11	85
New enrollments .....	8	11	4	5	28
	—	—	—	—	—
	38	41	18	16	113
Losses as below .....	11	12	8	5	36
	—	—	—	—	—
Present attendance .....	27	29	10	11	77

## Cause of losses as follows:

	DEAF		BLIND		Total
	Boys	Girls	Boys	Girls	
Moved to other states .....	6	5	1	1	13
Subnormal (4 not deaf or blind).....	4	4	2	2	12
Graduated .....	1		1	1	3
Over age .....		1	2	1	4
Removed for treatment .....			1		1
*Graduated from Eighth grade.....			1		1
In private school .....		1			1
*Over eighteen .....	1				1
Total .....	11	12	8	5	36

\*Thus not under the compulsory education law.

	1921	1922
Highest enrollment at one time .....	80	82

**SHOULD BE IN SCHOOL**

There are many children throughout the state who should be in this school. Many of them are not in any school, the parents refusing, through sentimental reasons or misunderstanding in regard to the institution, to place the children here. Some have been gathered in through personal visits of the superintendent to homes and to meetings of teachers where special appeals have been made for the interest of teachers in reporting cases and influencing parents to send children to Gooding. The visit of a number of the County Superintendents of the State to the school in the spring of 1922, it is believed, will bring results. By special invitation a number of women's clubs have visited the school. The campaign for publicity will be continued, through the Idaho Teacher, through personal campaigns, and talks at meetings whenever possible. An effort will also be made to get in touch with the physicians of the state by requesting time on the program of their annual meetings. In conversations and correspondence with doctors, misunderstanding of what the school means often is apparent.

**SUBNORMAL CHILDREN**

I believe there should be much stricter rulings in regard to the admission of children of subnormal sight and hearing into the public schools. Irremediable harm is being done to many and many a child in the public schools of the state, both in the country and in the towns, because of the handicap of poor hearing and sight. The handicapped child sits in the class with normal children and is allowed to drift along as best he can, swamped in work that he is not able to take in. He suffers the injustice of being thought stupid and too often lapses into a sad mental state from which it is difficult or impossible to

arouse him. It is pathetic to see the awakening of a child who is, after years of the unequal struggle in the public school, at last placed in a class where the teaching is directed at him and where by his own effort he is able to make a one hundred per cent score or at least approach it. As long as such children, because their disability is not total, are received in the public schools, this injustice will continue. Every effort will be made to have it more generally understood that this school takes care of the partly deaf and the partly blind child as well as the totally deaf and blind. Defective speech is corrected and lip-reading is taught, to supplement the impaired power of understanding attendant upon poor hearing.

Numbers of applications for the admission of feeble-minded children into this school are continuously being received. If they are deaf or blind, the children are admitted here for a much longer trial period than if the trouble is known to be entirely mental. This school being intended for the mentally normal or slightly subnormal deaf or blind child, it is impossible for us to take in the hearing and seeing subnormal child even though it is apparent that the child could profit by the proper sort of instruction. Our observation and experience points very decidedly to the crying need for a school for the feeble-minded which shall give instruction to every child in this distressingly large class of children, who can gain by instruction. Only the fact that the child will be taught as much as possible will bring consent from many parents for the placing of their children in a school for the feeble-minded, and for the good of the state, these children should be segregated with great care. It is my idea that all of us who are interested in education, especially of the handicapped, and in the future welfare of our population, should do all in our power to remedy this situation, and to co-operate with the authorities at Nampa, who are already bending their efforts toward establishing a real school for these unfortunate children. The facts about the feeble-minded throughout the state, if they could be tabulated, would make startling reading.

On the whole, although there have been the inevitable discouragements incident to the building up of a school, I think I may report a general progress in the advancement of the institution, which promises much for the future. Always, the appropriations requested for a school of this sort seem tremendous when compared, as people sometimes insist upon doing, with the expense of the public schools. But ours is a very different problem. The handicap of the deaf or blind child of itself makes his education much more an individual matter than that of the normal child. Classes can not be large. Material for special education is necessarily more expensive. The facts that railroad fare and all expense of travel for the children is provided for by law, that maintenance is furnished, that medical care, trade and gymnastic instruction, and general supervisory direction, besides the business administration of a large plant, with all that that im-

plies, that all these things are paid for out of the regular budget, make increased cost easily understood. The world has come to believe in the care and training of its handicapped people, and it is to be hoped that Idaho will continue to provide for hers as well as she has heretofore been willing to do.

Respectfully submitted,

ETHEL M. HILLIARD.

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18'



**REPORT OF DEPARTMENT FOR  
VOCATIONAL EDUCATION**





# REPORT OF DEPARTMENT FOR VOCATIONAL EDUCATION

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## REPORT OF THE DIRECTOR

### *To the State Board for Vocational Education:*

By those not engaged in educational work, the character and purpose of vocational education is often misunderstood. It is erroneously interpreted as a system of education which confines the student wholly to the study and practice of manual activities. No conception could be further from the truth. Manual activities, together with the fundamental sciences underlying them, are taught, it is true, but merely as one phase of a broad and well-rounded course of study which, in the secondary schools, provides ample opportunity along with the vocational subjects for instruction in the mathematics, English, history, sciences, and languages which make up the broad educational menu provided for high school students. For that reason vocational education is not exclusive; it is not narrow; it is not in opposition to or a thing apart from general education. Rather it is merely one of the methods by which society through education seeks to prepare individuals for the duties of everyday life, whether those duties be those of the engineer, the chemist, the lawyer, the doctor, the farmer, or the housewife.

Similarly, a misconception is sometimes found concerning the Federal Vocational Act, popularly known as the Smith-Hughes Act, which appropriates money to the states for the promotion of vocational education. Far from being a new departure on the part of the national government, this legislation merely represents a continuation of a national policy of grants of financial aid to the various states for the assistance of specific forms of education within those states. This policy dates back to the Ordinance of 1787 in which the principle of national aid for education was first developed in connection with land grants. With the admission of Ohio in 1802 further precedents were established and a number of grants were made during the Nineteenth century. The most important of these were the Morrill Act of 1862, the Hatch Act of 1887, the Second Morrill Act of 1890, the Nelson Amendment of 1907, the Smith-Lever Act of 1914, and the Smith-Hughes or Vocational Education Act of 1917. All states in the Union have taken advantage of this continuous Federal assistance to education and are now and for many years have been benefiting from its provisions. The allotment of Federal vocational funds to this state, therefore, represents no new departure, but merely one phase of a national policy as old as our government.

The vocational education act referred to above was accepted for Idaho by the Fifteenth Legislature of the State and it has now been administered for a period of four years. The various kinds of vocational education, including the training of teachers for such education, are discussed under separate heads below.

### AGRICULTURE

The supervision of agricultural education during this biennium has been devoted largely to (1) improving the subject matter content of the courses in vocational agriculture with special emphasis on the Animal Husbandry work, (2) securing more efficient use of 90-minute class periods, (3) securing closer supervision of home projects in agriculture and greater care in the selection, planning and conducting of project work by the students, and (4) increasing the value of the vocational department to the community through community activities and pre-vocational work. Mr. George E. Denman resigned as Supervisor on June 30th, 1921, and Mr. William Kerr, formerly Swine Specialist for the University Extension Division, was appointed to begin work as Supervisor on July 1, 1921.

An annual five days' State Conference of teachers of vocational agriculture was held at Boise during June of each year. The programs were planned to meet certain definite problems in the teachers' work. The conference covered actual results that had been accomplished and the methods used in getting these results. Representatives from the University, the state department, vocational departments from other states, and the Federal Board assisted with the program. The experience of the teachers was allowed free expression in work on committees and in round table discussions. Each year's work following the conference has shown very constructive improvements as a direct result of the conference.

#### Farm Crops

In the supervision and teacher-training work with teachers special effort has been made along the line of eliminating subject matter information about production of crops not applicable to Idaho conditions and making intensive study of subject matter relative to producing the crops raised in the state. The course has been strengthened very much with field trips and laboratory work. The one hundred exercises in farm crops prepared by Mr. Denman while Supervisor proved valuable as suggestions for the teachers in working out the field trips. Some of the departments are still inadequately equipped for the farm crops course but this difficulty will be gradually overcome as the financial situation becomes better. Through cooperation with the Department of Agronomy at the University, score cards applicable to Idaho conditions have been supplied to the agricultural departments. Through the efficient use of these the students will be trained to recognize the type of seed

to produce, the mixtures and adulterations likely to be found in locally produced seed, and the importance of clean seed and clean culture in seed production. Judging contests have not been promoted in seeds as they have been in livestock but the results obtained from the latter have encouraged the starting of contests in seeds. A contest for schools in south Idaho has been arranged at the State Seed Show. One for north Idaho schools will be held at the University later in the spring.

#### **Animal Husbandry**

The course in animal husbandry in this state must differ quite extensively from that of other states in order that its subject matter cover the special fields of livestock work peculiar to local conditions within the state. Outlines were prepared covering the beef cattle and sheep enterprises applicable to Idaho conditions and giving the subject matter content that classes in animal husbandry should cover. These were placed in the hands of the teachers. The printed information available for the study of these branches of the livestock industry as outlined is very limited. Much of it must be secured directly from men with range experience, or experience with livestock companies feeding out large numbers of steers and sheep. This office is making effort to collect information from all available sources and to classify it for the use of the schools. The instruction in these two enterprises can never become bookish. As the course has developed in this state the first year's work will be devoted largely to the beef cattle, sheep, poultry and swine enterprises with some time devoted to horses and very intensive work given on judging of the breeds of livestock found to be of local importance. The work will be offered in the first or second year of high school. A special semester's instruction will be given in dairying during either the third or fourth year in sections where there is a special demand for it.

#### **Livestock Judging Contests**

On account of the financial cost to communities it was impossible to hold state-wide contests in livestock judging in which teams from all the schools could compete. Four district contests and two state contests have been held in the state and teams have been sent to the Western-Royal at Spokane and to the Pacific International at Portland to compete with teams from other states. Twin Falls team won second place at Spokane in 1921 and John Owens, a member of the team, was high man. Coeur d'Alene and Moscow won second and third places at Spokane in 1922. The contest at the Pacific International Livestock Show was the sectional contest for the western part of the Pacific Region. Twenty-one teams from Oregon, Washington, California and Idaho entered the contest. Boise and Moscow teams, champions of south and north Idaho, represented this state. The Boise team won first place. Ted Warren, a member of this

team, was high man of the contest out of the twenty-one teams consisting of sixty-three students. This gives the championship team and champion high school student livestock judge to Idaho, both honors going to Boise. The inclusion of this report on livestock judging is for the purpose of indicating that while the course in animal husbandry is adjusting itself to the vocational needs of the community all the general subject matter offered is of a very practical nature.

### Project Work

The vocational work in Idaho has made very rapid progress in the improvement of the nature of the project work and the results accomplished. Committees of teachers at both state conferences worked on this problem and made definite, specific recommendations for the teachers to follow in project supervision. This year in place of waiting for the spring months to consider selection of projects, this work is being taken up early in the school year and most of the students will have selected their projects, spent considerable part of their reference study work upon effective reading of subject matter on the project, will have prepared the plans for their projects and have had these plans approved by their parents and teacher before January 1st.

During the fall of 1921, there were reported to the state office 350 summaries of projects that had been conducted and completed by students in the vocational departments of high schools receiving reimbursement from this department. Out of these 350 projects 261 of them were devoted to farm crops and reported data on 90 acres of alfalfa for hay, 33 acres of alfalfa for seed, 678 acres of wheat, 20 acres of barley, 94 acres of oats, 120 acres of corn, 2 acres of peas for seed, 44 acres of beans, 204 acres of potatoes, 84 acres of sugar beets, 26 acres of trucking, 1 acre of orchard and 220 acres under farm management. The remaining 89 projects were devoted to livestock in which 783 beef cattle, 69 dairy cows, 4 horses, 2238 hens, 191 sheep and 82 hogs were used and records kept on cost of handling and proceeds secured. The total expenses of the 350 projects amounted to \$66,966.68, the total receipts were \$103,438.96, leaving a net profit of \$36,472.28, after the students had charged their own time against the projects. The students' returns for self labor on these projects were \$12,514.12, making a total income from these projects of \$48,986.40. The students and parents shared profits from a very large percentage of the above projects.

On account of the poor market for farm products during the fall of 1922 a large percentage of the students are holding their products for higher prices. For this reason it has been difficult to get a complete report on project work for 1922 in time for this report. In making out the project summaries, where products had not been marketed, the receipts were estimated at present market prices and the profits actually accruing will be larger after the products are

sold and the projects actually completed. The department has received reports on 431 projects in which the students shared in the financial returns from the project. Three hundred and eleven of these projects were devoted to farm crops and data was reported on 18 acres of alfalfa for hay, 60 acres of grain for hay, 14 acres of red clover for seed, 393 acres of wheat, 13 acres of barley, 153 acres of oats, 115 acres of corn, 16 acres of peas for seed, 75 acres of beans, 336 acres of potatoes, 27 acres of sugar beets, 5 acres of mangels, 8 acres of head lettuce, 11 acres of onions, 14 acres of truck, and 10 acres of orchard. The remaining 120 projects were livestock projects covering 2808 baby chicks, 2038 hens, 50 turkeys, 50 ducks, 101 sows and litters, 131 fattening swine, 1202 ewes, 1 baby beef, 47 dairy cows, 4 dairy calves, 20 saddle mares, 18 rabbits and 1095 swarms of bees. Including the charges for self labor performed on the projects by the students, the total expenses of the 431 projects amounted to \$116,379.44. The total receipts were \$142,477.81, thus leaving a net profit of \$26,098.37. By including both the net profit from the projects and the returns for self labor of the students on these projects, the total project income to the students was \$39,540.70. In addition to the project work in which the students shared in the profits, 3 students reported cow-testing for 120 cows, 3 students on farm experience, 1 on markets and 24 students kept records of cost of production or management on a total of 208 dairy cows, 1300 range ewes, 280 acres of land, and 1 cheese factory, covering total costs of \$42,316.24, total receipts of \$65,845.64, and net profits of \$23,529.40.

#### Community Activities

The teachers of vocational agriculture are taking more active part in the community activities. These activities include: (1) assistance in the social activities of the community; (2) promotion of community organizations; (3) cooperation with the farm bureau and other farm organizations; (4) preparation of items and articles for newspapers; (5) assistance in selecting and preparing exhibits for local, county, district and state fairs; (6) assistance to individual farmers; and (7) leadership in boys' and girls' club work. In conducting the community work there should be close cooperation with the county agent and University Extension Specialists so that the greatest good can be accomplished with the least expenditure of effort and time in planning and conducting the work. The only way of making a success of any work of this nature is by being constantly on the job where much follow up work can be given. The agriculture teacher will find a wide field of activity opening to him through this means for efficient constructive assistance to his community without interfering with or overlapping the activities of other organized work.

### **Resident Teacher Training**

The work in agricultural education is organized as a separate department in the College of Agriculture at the University of Idaho. Mr. Sherman Dickinson, who was Professor of Agricultural Education at the beginning of the biennium, resigned on September 1, 1921, and Mr. F. E. Armstrong was elected to fill this position.

During the previous biennium there was a total enrollment of nineteen in the resident teacher-training department, while during the present biennium this enrollment in the four courses offered increased to one hundred and two. This rapid increase in enrollment has been due to the strong demand for teachers who have been trained for teaching vocational agriculture and also to the increased efficiency in making the work offered meet the real needs of the students who expect to become teachers of vocational agriculture.

Practice teaching and observation teaching of senior students is done in the Moscow High School department of vocational agriculture under the joint supervision of the high school teacher of agriculture and the head of the department of agricultural education. The supervision of the local agricultural department of the Moscow High School has been turned over to the department of agricultural education and through the cooperation of this department and the Moscow High School a teacher trained in the department and in thorough harmony with its methods has been employed as agriculture instructor. As a result of this change in policy, the observation work and practice teaching have been put on a very strong basis and are proving to be of decided practical value to the students taking the work.

In order to keep the department in very close touch with the work in the local schools the Department of Vocational Education is supplying the resident teacher-trainer in agriculture with copies of all monthly reports of teachers, project enrollments, project reports, bulletins, circular letters, etc., sent to the teachers and other material from this office that might be of use to men taking new positions. All of this material is being used in laboratory work by the students taking the methods courses. This will prepare the men for the detailed teaching work as soon as they enter a position in a local school and will simplify the first year's supervision.

### **Itinerant Teacher-Training**

Improvement of teachers in service is provided for through itinerant teacher-training conducted by the Supervisor with assistance from the resident teacher-trainer from the University of Idaho. Such training has three aims: (1) following up the work of young and inexperienced teachers in order to assist them in getting properly adjusted in their work; (2) upgrading the work of teachers who have not been adequately prepared or who are unfamiliar with agricultural conditions in Idaho; and (3) bringing to experienced teach-

ers knowledge of the latest ideas and methods of instruction in agriculture. The work has consisted of suggestions and directions as to handling of classes, organization of subject matter, presentation of lessons, preparation and presentation of laboratory work, contacts with county club leaders, county agents, farm bureau organizations, practical farmers, commercial clubs, county fairs, and similar organizations.

The itinerant teacher-training work has been conducted with 48 teachers. The personal visits with teachers have been from one to three days in length.

### TRADE AND INDUSTRIAL EDUCATION

It was pointed out in the preceding biennial report that there were two possible lines of activity in developing trade and industrial education in Idaho, (1) the promotion of such education in connection with the public secondary schools, and (2) the establishment in various industries of cooperation with employers for the training of employees in those industries. Both of these policies have been followed for a number of years, and are now being followed, in each one of the forty-eight states of the Union, all of which accepted and have been operating for the past five years under the provisions of the Federal Vocational Education Act (the Smith-Hughes Act).

#### Day Schools

In highly industrialized states cooperation with the public schools usually involves establishment as a part of the public school system of separate trade schools wherein those who are forced by economic necessity to enter at an early age upon wage earning occupations may receive specialized preparation for a particular trade, accompanied by training in citizenship, hygiene, English, industrial history and other subjects designed to give a well-rounded preparation for life's activities. In such states, also, as well as in less highly industrialized states, the regular high schools install trade departments wherein those who have to enter upon wage earning are taught various trades for a part of the day, the remainder of the time being devoted to such subjects as citizenship, applied mathematics, applied science, English, or mechanical drawing.

The specialized trade school was not adapted to Idaho conditions, and no effort was made to develop it; but trade work as a department of already existing high schools was fairly well suited to the conditions here and elicited the favorable interest of a number of superintendents and high school principals. Boise and Sandpoint in 1920-21 installed such courses, equipment for such work was purchased by Twin Falls, and five other towns were considering the introduction of work of that character. The break-down in school finances, however, following the sharp increase in educational costs during the school year of 1920-21 necessitated contraction for the



sake of economy. Boise and Sandpoint, therefore, were the only high schools installing day trade school departments, the former conducting work in auto-mechanics and in printing, and the latter work in auto-mechanics. Day trade classes to the number of seven in carpentry, auto-mechanics, and the machinist's trade were also conducted during this biennium by the Idaho Technical Institute, which work was aided by vocational funds. These classes altogether enrolled a total of 110 pupils during this period.

The continued financial stringency of the school districts since the beginning of the biennium has precluded the development of additional day trade school departments in the high schools of the state, and therefore the efforts of the supervisor have been devoted in part to cooperation with the Idaho Technical Institute in its trade school education but in the main to cooperation with industrial employers in the establishment of training for their employees.

#### **Part Time Schools**

This latter type of trade training is usually given in part-time or evening classes running for periods varying from one to three months. Work of this character is carried on in each of our states and is provided for in Idaho by the Federal and State vocational education acts.

Cooperative arrangements with industry were made during the preceding biennium by the Director, who also acts as supervisor for trade and industrial education. Such cooperative arrangements were continued and enlarged during the present biennium, part-time work being given in underground mining, log scaling, commercial dress-making, electrical wiring, tractor mechanics, carpentry, and auto-mechanics. A total of 25 part-time units, or classes, were conducted with a total enrollment of 6 women and 448 men. Most of this work was of the trade extension type; that is, work designed to add to the technical knowledge of workers already more or less familiar with the trade who desire to upgrade themselves as workmen, thus adding to their efficiency and improving their opportunities for promotion. The general character of this instruction is similar to that being conducted in all the other western states. The variety and amount of such work, of course, is greater in states with a larger population than ours.

#### **Evening Schools**

Evening school instruction has been and probably will continue to be the only feasible form of organized public instruction for working boys and men. This instruction is of the trade extension type and is designed to supplement the trade knowledge of the worker. It usually consists of the specific applications of mathematics, science, drawing, or other technical subjects, to the various trade pro-

cesses. In some cases, as in lumber grading, the entire trade may be taught.

Instruction of this character has been given during the biennium in such subjects as lumber grading, the machinist's trade, mechanical and architectural drafting, related mathematics, carpentry, auto-mechanics, electrical work, foremanship training, and retail lumber yard work. The last-named type of work was undertaken at the request of the Western Retail Lumber Manufacturers' Association, and is in cooperation with the Boise-Payette Lumber Company. Workers of other lumber companies and carpenters and contractors are also admitted to the classes. During the biennium a total of 28 evening courses have been taught in periods varying from one to six months, with a total enrollment of 355 men and boys.

In a non-industrialized state such as Idaho the development of trade and industrial education will necessarily be a somewhat slow process. This process will be far more rapid in those phases of instruction which include cooperation with industry than in those dealing directly with the high schools. This means that evening and part-time industrial education will develop faster than day school trade instruction—a fact characteristic of trade education throughout the entire country. For some time to come, therefore, the department, while not neglecting the day trade schools, should utilize every opportunity to cooperate with industrial organizations in providing training for men and boys who have already entered or who desire to enter industry as wage earners.

To carry out such a program does not involve philanthropy any more than any other form of education involves philanthropy. Boys who are compelled to enter industry as wage earners have their educational opportunities cut off at the ages of 14-16. They constitute 90 per cent of all our boys, but their more fortunate fellows, who constitute only ten per cent of the total, have four years of high school education and four years of college education provided for them at public expense. Equalization of educational opportunity, which is the proudest boast of a democracy such as ours, requires that this great army of industrial workers be not excluded from opportunities to secure the foundations of technical knowledge and skill that will enable them to broaden their outlook upon life, increase their efficiency, and thus improve their status as self-supporting citizens. In doing her part to carry on instruction of this character, Idaho is not pursuing an isolated policy; she is merely responding to the demands of a democratic system of education common to all the states of the Union.

#### Publications

The department has published two bulletins during the biennium, both of which deal with training for the lumber industry. The first of these is entitled "Trade Course in Lumber Grading for Idaho

Woods" and is used in our lumber grading classes and as a manual by different lumber companies. The second is entitled "Trade Course in Log Scaling for Idaho Woods" and is used in our log scaling classes. It is also used by the U. S. Forest Service as a textbook for log scaling in the western districts. The bulletin is also being used by lumber companies and practical scalers all over Idaho.

#### **Teacher-Training**

As was pointed out in a previous report, trade teachers have to be recruited from the ranks of the better craftsmen, trained in the analysis of their trade into teaching units and sequences, and then trained in the teaching process. This work in Idaho is conducted on a residential basis at the Idaho Technical Institute, in charge of Mr. A. C. Gough as instructor. During the biennium a total of 38 trade teachers have been enrolled for training by this institution and have been employed either as instructors or in industry. Of this number 12 were employed in foremanship positions in beet sugar factories where teaching green workmen was one of their responsibilities.

Aside from residential teacher-training, instruction is also provided for those craftsmen who may be selected to teach trade courses and who, by reason of employment, are not able to go to Pocatello for residential training. This work is performed by the Supervisor in connection with his other duties, six men having been so trained during the current period. All six of these men have been employed to teach trade classes, the work of each having been satisfactory.

#### **MECHANICAL ARTS**

In dealing with the mechanical courses taught in the high schools the term "Mechanic Arts" is to be preferred to the term "Manual Training" for a number of reasons. The latter term implies that the training afforded by such courses is exclusively a hand training. But that is only a part of the truth and a small part at that; such courses train not only the hand but also the mind, giving it information and training it to deal with the fundamental principles of a number of mechanical trades. Mechanic Arts, also, is a term which more nearly describes the character of the instruction, which deals with mechanical work of many kinds; whereas the term manual training has indicated for a number of years merely a certain type of work with wood tools. Mechanic Arts is the more inclusive term and better describes the various kinds of work done, and as a consequence should be used for this character of education.

During the preceding biennium the Director had made a brief study of the mechanic arts courses in the high schools of the state with the object of encouraging more practical courses in those subjects. Close relationship with the teachers of such courses was maintained this biennium by the Director and a survey was made of all mechanic arts work in the high schools of the state. This survey

had for its objects: (1) to determine whether the courses actually given in the high schools were equivalent in content to those outlined in the State High School Manual; (2) to ascertain whether the amount of time being devoted to work of that character met the requirements of the State Board; (3) to judge as to the adequacy of the equipment for the mechanic arts courses in the high schools; and (4) to ascertain the qualifications of teachers giving instruction in mechanic arts courses.

In making this investigation the cooperation of the great majority of mechanic arts teachers was given very heartily. Forms were filled out and correspondence was answered promptly. When personal visits were made the teachers were glad to discuss their work and to go into the details of the management of their department. The results of the survey are set forth below.

#### Content of Courses

In general, the content of the mechanic arts courses in the high schools of the state conforms to that outlined in the High School Manual. In many schools there was different emphasis upon different phases of the work outlined, but the total content in practically all schools was sufficient. In a few schools it was possible to increase the amount of work accomplished through suggestions by the Director. The character of the work was in many cases highly practical; in some instances recommendations were made that the smaller and more formal types of construction be abandoned and more practical work be substituted.

#### Time Requirements

The requirement of a 90-minute period for all shop and mechanical drawing classes is being observed in the great majority of the high schools. In a few schools, because of the limited number of the pupils in the classes, only 80-minute periods are taught. A few schools, also, devote only 45-minute periods to mechanical drawing, giving only half credit for work on this time basis. Three schools have 45-minute shop periods for which half credit is given. The two conditions last mentioned are to be changed as soon as arrangements can be completed to care adequately for the different classes. There are a few schools, also, that observed the 60-minute period for shop classes, but this arrangement is generally unsatisfactory and is gradually being discarded.

#### Equipment

The equipment of the various mechanic arts departments are in general adequate for the work being offered. In the past the tendency was to over-equip such departments, but the necessary economy of the last few years has corrected that practice. As these departments introduce more practical work some slight and inexpensive additional equipment may be necessary.

### **Qualifications of Teachers**

The training of seventy or more teachers involved in this survey represented everything from graduation from four-year college courses to the minimum training and practical mechanical experience that would entitle one to certification. Many of the teachers have had practical experience in the carpentry trade and spend part of their summers working at that trade. The school work of those men who have had practical experience is generally better by reason of being less formal and more practical than that of those without such experience.

Changes in the type of mechanic arts courses are desirable and are slowly taking place. Such changes are in the direction of a larger, rougher type of construction involving less fine finish but much greater utility. They involve, also, the use of simpler tools, such as the carpenter's rule and level, the square, the saw, the hammer. There should in addition be a much closer connection between the instruction given in school and the various mechanical trades themselves. The computations and methods of the mechanic should be taught throughout with the object of making the work as useful and practical as possible. Where such courses had been taught the value of the work was generally so well recognized that such courses were not abandoned when the recent necessity for economy caused the dropping of certain high school courses. Where the work was formalized and ineffective, however, those courses were the first to be cut off during the period of financial stringency.

The survey referred to above is being made the basis for recommendations to school superintendents, principals and boards of education as to mechanic arts courses and for conferences with teachers regarding such work. The survey will be continued again this year with the same object in view.

### **HOME ECONOMICS**

The following is a report of the work accomplished in home economics for the period from January 1, 1921, to December 31, 1922.

A survey of the courses offered in home economics in the schools over the state showed the need for a greater uniformity of courses, content of courses, and time allowed for this work. This need was met in two ways; first, by publishing the bulletin, "Courses in Home Economics for Idaho Schools", and second, by means of the standards set up for judging courses in home economics. The bulletin referred to has proved valuable to the teachers of Idaho and has been the means of establishing standards of instruction to be followed in home economic courses.

### **Standardization of Work**

A detailed report of the efforts made toward a definite standardization of home economics courses in the state was presented to the

Board of Education at the time the report was finished, June, 1922. The purpose of this effort was to give each school a basis for the proper organization of its work in home economics; to enable the home economics courses in the different high schools of the state to maintain proper relationship to each other; to furnish a more definite basis for the acceptance of home economics credits presented for entrance to higher institutions of the state; and to promote improvement of work conducted in all schools.

The results of this work showed that out of 78 high schools of the state 31 schools were conducting courses in accordance with the minimum standards adopted and were rated as conducting standard courses in home economics; 39 were not meeting these requirements and were rated as conducting sub-standard work in home economics; and eight schools did not submit reports.

In order to receive the greatest good from this standardization effort it was decided to repeat the work again this year using the same minimum standards as before. This will give the schools that were rated as doing sub-standard work an opportunity to reorganize their work to meet the minimum standards.

The following schools, sixteen in number, were designated to receive reimbursement from state and federal funds during the period from Jan. 1, 1921, to June 30, 1921: Aberdeen, Boise, Caldwell, Eagle, Filer, Jerome, Lapwai, Meridian, Mullan, Nampa, Plummer, Sandpoint, Shelley, Shoshone, Spirit Lake and Weston. These schools were visited by the Supervisor at least twice during the year, for the purpose of inspection and promotion of work and to give aid to teachers; some schools were visited more often.

The Supervisor was able to secure personal contact with practically every teacher of home economics in the state through conferences conducted at the six district institutes of the state held in Moscow, Nampa, Idaho Falls, Pocatello, Twin Falls and Wallace. During these conferences, home economics teachers were given an opportunity to discuss their own problems and to receive information and guidance for the conduct of their year's work.

Reimbursements on account of day school work in home economics for the period July 1, 1921, to June 30, 1922, were limited to two schools because of the lack of funds for this purpose. The schools designated to receive this reimbursement were Sandpoint and Plummer. Practically every school thus designated during the previous year was an applicant for approval for this year with the exception of two schools, Jerome and Shoshone, which discontinued instruction in home economics because of local financial depression. Applications for approval were made by fourteen additional schools, making a total of twenty-six schools asking for designation as vocational schools to receive financial aid.

Miss Kate S. North, Supervisor of Home Economics, resigned in

June, 1922, and the position was filled by the appointment of Miss Dorothy G. Ellis, who assumed her duties July 27, 1922.

Inasmuch as only \$1000.00 each year is allotted by the Federal government for home economics it was possible to establish only three schools on the vocational basis for the current school year. These schools are Plummer, Sandpoint and the Midway Rural High School at Lewisville. Plummer and Sandpoint have been on the vocational basis for the past two years; therefore the work is well organized and a good home-making program is being followed. It was necessary to reorganize some of the courses given at the Midway Rural High School in order to meet the vocational requirements.

#### Conferences

The Supervisor of home economics held conferences with teachers in connection with the six district institutes held at Boise, Twin Falls, Idaho Falls, Blackfoot, Moscow and Wallace. During these conferences teachers of home economics were given an opportunity to discuss problems which were troubling them in their work, and the plans for home economics instruction were set forth for the coming year.

A special effort is being made to introduce home projects into the home economics courses of every school. Home project work will tend to make home economics courses more practical and will connect the school work with the homes. The chief difficulty of home project work seems to be the difficulty of supervision by the teacher of such work in communities where the students come to school from neighboring communities. This can be overcome to a certain extent, however, by the reports received from the students and the mothers. Closer cooperation between the school and the home will be made possible through this plan.

#### Evening Classes

Short unit courses in evening schools for home makers and women interested in home-making subjects have been conducted in various places throughout the state. These are designated as evening classes, but are held at any convenient time of the day. When organized and conducted according to prescribed regulations, the school districts giving such instruction have been reimbursed by this department. The maximum payment for any one class is twenty-five dollars. Outlines for evening courses in home-making subjects, first published in 1920, were republished during the current biennium and used in guiding the work of such classes.

Cooperation has also been established with various women's clubs in the organization of evening classes for working girls and women. Such courses have been planned with special attention to the needs of girls and women who are employed outside the home. These courses include such subjects as care of clothing, selection of

foods, personal health and hygiene. There are undeveloped possibilities in cooperation with other organizations.

During the first six months of 1921, evening courses increased from two classes given the previous year to fourteen classes. Instruction was given in dressmaking, remodeling and renovating of clothing, millinery, food preparation, meal planning and serving, and was conducted in the following places: Boise, Caldwell, Meridian, Shelley, Shoshone and Spirit Lake. The following year, 1921-1922, eleven classes were conducted in the following centers: Boise, Burley, Claytonia, Meridian, Nampa, Shelley and Weston.

In all localities where these classes have been offered, there has been a good enrollment and considerable enthusiasm displayed by girls and women in the classes. The decrease in the number of classes in 1921-1922 was due to the financial depression of the year which prevented many communities from initiating further work than that already attempted, and which caused many schools to curtail their teaching force. As a consequence the schedules of all teachers were unusually heavy and home economics teachers in the day schools were unable in most instances to carry the instruction of an evening class in addition to the work of the day school. In some cases, evening school teachers have been secured from other sources, a practice which is not possible as yet in the majority of communities.

#### Teacher-Training

The University of Idaho at Moscow has been designated as the institution for training high school teachers of home economics. A four-years' course leading to the degree of Bachelor of Science in Home Economics is prescribed. This course must be approved by and is under the supervision of the State Board for Vocational Education.

Itinerant teacher-training for the improvement of teachers in service is provided for through training conducted by the State Supervisor of Home Economics, this work being in addition to her supervisory duties. The aims of such itinerant teacher-training are: (1) following up the work of young and inexperienced teachers in order to assist them in getting properly adjusted in their work; (2) upgrading the work of teachers who have been inadequately prepared; and (3) bringing to experienced teachers knowledge of the latest ideas and methods in home economics instruction. This training is accomplished through personal visits to as many teachers as possible, correspondence with individual teachers, news letters and bulletins giving instruction in methods of teaching, arrangement of courses and suggestions in regard to equipment, current publications and all necessary phases of home economics teaching.

The training of special teachers for evening classes in home economics is conducted by the Supervisor. Since the day school



teachers are not available for carrying on an evening school program of any extent, even though the schedule of the day school permitted this additional work and all such teachers were capable of handling this type of instruction, it is necessary to recruit evening school teachers from all available sources. A person possessing particular skill and experience in the subject to be taught, personality and the ability to handle other women, is well adapted to this type of teaching. It is necessary for these teachers to receive some instruction in arrangement of courses, and methods of teaching. With such instruction, a trade milliner can successfully conduct classes in millinery; a trained nurse classes in home nursing, or a particularly skilled home-maker can give instruction in home management. Day school teachers are usually desirous of receiving suggestions for the conduct of evening classes when starting these courses as it is most often a new type of work, particularly for the younger teachers. Whenever possible this training is conducted through personal contact with the evening school teachers; otherwise, such training is extended by correspondence.

During the school year 1921-1922, there were fifty prospective teachers enrolled in the training course of the University of Idaho and three teachers were graduated from the course. During this same year home economics was taught in seventy-eight schools in the state, some of which require several teachers, so it is obvious that the teacher-training department is at present unable adequately to supply the demand. To a certain extent the additional teachers needed are secured from institutions in other states which properly qualify them for this particular work. In other instances, however, the insufficient supply of well-trained teachers has led to the employment of those who are inadequately prepared, and the work has suffered as a consequence. Inasmuch as the most desirable results can be secured only by well-trained teachers, the necessity of the teacher-training program to the further success of home economics instruction in Idaho is readily apparent. The desirability of directing young women toward this kind of teaching and of pointing out to them the opportunities it affords, should also be obvious.

### COMMERCE

Commercial Education is one of the recognized branches of Vocational Education. It has general and specific aims and like every educative process, is guided by general principles toward a definite objective—preparation for a business position as distinguished from the trades and industries. This objective is invariable. The positions and the preparation for them, however, vary according to the locality and needs.

During the years 1921 and 1922 strong effort was made to adapt to Idaho conditions the organization, subject-matter content, and presentation of commercial courses, as well as the specific aids to

vocationalizing the work of the classroom. These conditions are wholly different from those that obtain in the highly industrialized states, since this state is largely agricultural in its interests. Nevertheless, the job objective is present in principle, but, because these conditions have direct bearing upon the type of commercial education required, its application must be peculiar to Idaho conditions.

From January to August, 1921, a study was made of the courses in commerce offered by the high schools. This study showed that very few high schools were similar in organization of their curricula. In order to eliminate these differences and in order to ascertain the conditions of this state as to the types of positions for which it should train, and to facilitate the adaptation of courses of study to meet those needs, a full time Supervisor of Commercial Education, Mrs. Lesetta L. Erickson, was appointed in August, 1921. Mrs. Erickson resigned in August, 1922, and the position was filled by the appointment of Miss Ann E. Brewington, who assumed her duties September 15, 1922.

A topical report of the work from August, 1921, to December, 1922, is submitted below.

#### Surveys

Through the cooperation of commercial teachers, superintendents and principals, the supervisor conducted commercial occupations surveys in typical towns in the state for the purpose of determining the type of clerical help employed by business and professional men. The towns selected were representative as to size and industries, ranging in population from 300 to 20,000, inclusive of both rural and urban communities. The facts obtained by these surveys show a comparatively small number of offices, 350, and workers, 825, the types of clerical work limited in number, and practically equal emphasis upon bookkeeping and stenography. Upon the basis of these facts, the commercial courses in this state should fit the pupils for the following lines of work: 1. Bookkeeping in the sense of sectionalized work. 2. Stenography. 3. General clerical work consisting chiefly of typewriting, miscellaneous recording, and machine operation such as calculating, bookkeeping and duplicating machines.

Commercial occupations surveys of the other 61 towns in the state now offering commercial subjects are of prime importance in formulating curricula which will afford adequate preparation for office positions.

A survey of high schools offering commercial courses was made with the view to (1) determining exactly what commercial courses were offered, credits given, and textbooks used; (2) ascertaining the certification and the teaching and business experiences of commercial teachers; (3) determining the nature and kinds of equipment.

Table I shows what courses were being offered and the number of semesters each subject was offered. Of the 62 teachers in the state, 56 held State certificates, but 47 of them had had no business experience. In 34 of the 47 schools having special equipment for the commercial department, the equipment was adequate to meet the needs of the enrollment and the type of work in the community.

TABLE I.

Subject	No. of Schools Teaching Subject	No. of Semesters given			
		1	2	3	4
Commercial Arithmetic .....	19	11	8	—	—
Penmanship .....	16	7	8	1	—
Spelling .....	17	7	10	—	—
Typewriting .....	48	—	13	3	32
Bookkeeping .....	40	1	18	2	19
Shorthand .....	40	—	11	—	29
Commercial Geography .....	6	6	—	—	—
Commercial Law .....	16	16	—	—	—
Economics .....	7	6	1	—	—
Office Practice .....	3	2	1	—	—
Commercial English .....	5	3	2	—	—
Sociology .....	2	2	—	—	—
Industrial History .....	1	1	—	—	—
Salesmanship .....	3	2	1	—	—

The purpose of making this survey was to obtain facts upon which tentative standardization of the commercial courses could be established in order to (1) give each school offering these courses a basis of organization that has as its objective the specific job; (2) adapt this objective to local conditions on the basis of definite standards; (3) bring about a proper relationship between the courses being offered in the different high schools as to aim, scope, content, length of period and methods; (4) define and furnish a working basis for the acceptance of commercial credits earned in the high schools by the higher educational institutions of the state; and (5) to generally improve the work in commerce by having a definite means of measurement.

#### Standardization

It is obvious that adequate and efficient direction will be impossible without definite requirements from the state as to correlation, the relationship which one subject in any given year bears to the other subjects in the same year; and sequence of courses, the relationship which a subject bears to the same subject in both the preceding and succeeding year. Upon the basis of the facts obtained by means of the survey of commercial occupations, the survey of high

schools, and high school visitations, the following tentative minimum standards for commercial courses were set up:

**1. Course of Study:**

- a. One year Commercial English.
- b. Prerequisite requirements to technical groups: the proportion of a 3-1-1 course, consisting of Commercial Arithmetic (including rapid calculation)  $\frac{3}{5}$ ; Penmanship, and Spelling  $\frac{1}{5}$ , extending throughout the freshman year.
- c. Two related subjects, each for at least one semester, and American History and Government for one full year.
- d. Two full years' work in either of the following groups:  
(1) Shorthand and Typewriting or (2) Bookkeeping and Typewriting.

**2. Time Requirements:** As outlined in the State High School Manual and Course of Study; laboratory subjects (typewriting and bookkeeping), two forty-five minute periods per day, five days per week.

**3. Qualifications of Teacher:**

- a. Two years' special preparation in an approved college of school, such preparation to be in addition to the four-year high school course.
- b. Quality of teaching shall be up to standard.
- c. Actual business experience highly desirable.

**4. Plant and Equipment:** Adequate to meet the needs of (a) business offices in the community; (b) enrollment.

By this method of setting up tentative minimum standards, it is possible for the high schools to exceed the minimum while at the same time the minimum for standardization is established on a vocational basis rather than on an elective or academic basis. It is hoped that schools will find it feasible to exceed these requirements.

Because the commercial courses in the majority of the schools were organized on an elective or an academic basis, only eight schools had as few as three deficiencies last year and were rated as provisionally standard in commerce. This number will be greatly increased as administrators are aided in more fully realizing (a) that the job objective is the only justification for this branch of vocational education, (b) that such courses must be given as provide some training for the two-thirds of the pupils who drop out before finishing the four-year high school course, (c) that social justification of business education lies in providing competence in social relationships as well as competence in business relationships.

**Associations and Contests**

Commercial Teacher Associations were organized in each of the six institute districts of the state. These associations have met for

two years during institute week in the various districts, and, while there is no state association of commercial teachers organized as such because of the topography of the state, these six organizations function, in effect at least, substantially the same. The officers of each association act as an executive committee for the management of the yearly commercial contest held in the district.

The value of contests in the commercial subjects between the various high schools was considered to be of sufficient importance to justify including them in our program for state supervision. In 1921 a few local contests were held, but no state organization was effected. In 1922 the commercial departments of the high schools of the state met late in the spring at the most central location in each of the six institute districts and contested for honors in Shorthand I and II, Typewriting I and II, Bookkeeping I, Penmanship, and Spelling, and Rapid Calculation. Medals were given winners of first, second and third places. A cup was awarded the school making the highest number of points.

#### **Teacher-Training**

The State Board of Education has approved a four-year training course for commercial teachers during the past year at the University of Idaho, Moscow. Likewise, it has approved the reorganization of the two-year teacher-training course at the Idaho Technical Institute, Pocatello. These training courses should be carefully articulated with the work as it is being taught in the high schools.

Graduates from these teacher-training courses are eligible to receive the Five-Year State High School Certificate and the State Specialist's Certificate in Commerce, respectively. (See Sections 84 and 86 of the Idaho School Law.)

Itinerant teacher-training and conferences with superintendents and principals were effected by high school visitation. Several days were spent in each high school. The time was divided between the teachers and the administrators as the situation demanded. To the former was offered the benefit of personal experience and suggestions as to helpful texts, supplementary material, and methods. With the latter was discussed the proper objective in this department of their school work.

A bulletin of 120 pages entitled Handbook in Commerce for Idaho High Schools, the ninth of a series of bulletins published by the State Board of Vocational Education, was published in June, 1922. This bulletin was designed to aid school superintendents, principals, boards of education and commercial teachers in the organization and conduct of courses in commerce in the high schools of the state. It presents material dealing not only with subject-matter content, but also with methods, aims, and organization of courses. Effort was made to include only material that is applicable to Idaho conditions.

# SUMMARY OF STATISTICAL REPORT FOR VOCATIONAL SCHOOLS

January 1, 1921-December 31, 1922.

## Agriculture

	No. of Schools	No. of Courses	Total En- rollment	No. of Teachers
Jan. 1, 1921, to June 30, 1921.....	28	69	1053	30
July 1, 1921, to June 30, 1922.....	24	67	924	27
July 1, 1922, to Dec. 31, 1922.....	25	67	842	30
<b>Totals</b> .....		203	2819	

## Trades and Industries

		No. of Schools or Courses	Total En- rollment	No. of teachers
Jan. 1, 1921, to June 30, 1922	Evening	5	110	5
	Part-time	12	335	12
	Day	6	89	8
July 1, 1921, to June 30, 1922	Evening	6	75	7
	Part-time	10	95	7
	Day	3	25	4
July 1, 1922, to Dec. 31, 1922	Evening	17	193	6
	Part-time	4	33	3
	Day	1	8	1
		64	963	

## Home Economics

Jan. 1, 1921, to June 30, 1921	Evening	14	332	17
	Day	16	335	28
July 1, 1921, to June 30, 1922	Evening	11	190	9
	Day	2	54	3
July 1, 1922, to Dec. 31, 1922	Evening	1	5	1
	Day	3	134	5
<b>Totals</b> .....		47	1050	
<b>Grand Totals</b> .....		314	4832	

**NUMBER OF TEACHERS UNDER TRAINING DURING THE  
BIENNIUM JANUARY 1, 1921, DECEMBER 31, 1922.**

**Agriculture Teacher Training**

Period	Place	No. in Training Courses
Jan. 1, 1921-June 30, 1921	University of Idaho.....	32
July 1, 1921-June 30, 1922	University of Idaho.....	28
July 1, 1922-Dec. 31, 1922	University of Idaho.....	42
Itinerant training in the field	Agricultural Supervisor.....	48
		<hr/> 150

**Trade Teacher-Training**

Jan. 1, 1921-June 30, 1921	Idaho Technical Institute	18
July 1, 1921-June 30, 1922	Idaho Technical Institute	8
July 1, 1922-Dec. 31, 1922	Idaho Technical Institute	12
Itinerant training in the field	Trade Supervisor.....	6
		<hr/> 44

**Home Economics Teacher-Training**

Jan. 1, 1921-June 30, 1921	University of Idaho.....	45
July 1, 1921-June 30, 1922	University of Idaho.....	50
July 1, 1922-Dec. 31, 1922	University of Idaho.....	57
Itinerant training in the field	Home Economics Supervisor .....	70
		<hr/> 222
<b>GRAND TOTAL</b>		<hr/> <b>416</b>

**SUMMARY OF RECEIPTS AND EXPENDITURES FOR THE  
BIENNIUM 1921-1922**

	Receipts		
	State	Federal	Local
1. Federal allotment and state appropriation .....	\$45,545.00	\$47,692.04	
2. Balance Federal funds carried over from preceding biennium, due and paid to schools in 1921.....		827.81	
3. Interest on Federal funds Jan. 1, 1921, to December 31, 1922 .....		253.33	
4. Bulletins sold .....	363.20		
<b>Total</b> .....	<hr/> \$45,908.20	<hr/> \$48,773.18	

Expenditures		Paid by Local School Districts or Teacher- Training in- stitutions	
1. Payments to schools for ag- ricultural education .....	\$18,139.22	\$17,432.05	\$46,645.08
2. Payments for trade and in- dustrial education .....	1,694.65	7,895.50	10,415.14
3. Payments for home econ- omics education .....	2,915.99	2,604.00	13,146.29
4. Totals for the training of teachers of Agricultural, Trade and Industrial, Home Economics, and Commercial Education, including super- vision .....	22,806.63	20,588.30	4,604.20
5. Equipment .....	351.71		
6. Interest on Federal funds remitted to Federal Govern- ment* .....		253.33	
Totals .....	\$45,908.20	\$48,773.18	\$74,810.71

\*Under Federal regulations interest on Federal allotments must be remitted annually to the Secretary of the U. S. Treasury.

**PROPOSED UTILIZATION OF VOCATIONAL FUNDS FOR THE  
BIENNIUM JAN. 1, 1923-DEC. 31, 1924**

Vocational Schools	Federal Allotments	State Offsets
For the reimbursement of school dis- tricts maintaining vocational edu- cation in—	\$62,603.73	\$62,603.73
Agriculture .....	25,103.73	25,103.73
Trade and Industrial subjects and Home Economics .....	17,500.00	17,500.00
For the training of teachers of Agri- cultural, Trade and Industrial, Home Economics and Commercial Education, including supervision—		
Salaries .....	14,500.00	14,500.00
Expense .....	5,500.00	5,500.00
	<u>\$62,603.73</u>	<u>\$62,603.73</u>



### **VOCATIONAL REHABILITATION OF PERSONS INJURED IN INDUSTRY**

The Federal Industrial Rehabilitation Act was passed by Congress June 2, 1920, and its provisions were accepted for Idaho by proclamation of Governor D. W. Davis, on December 27, 1920. Upon the recommendation of the Governor, the State Legislature enacted Chapter 44 of the Session Laws of 1921 and accepted the provisions of the Federal Act, designated the State Board for Vocational Education as the agency to administer that act in Idaho, designated the State Treasurer as the custodian of all monies received from Federal appropriations for vocational rehabilitation, and appropriated \$10,000.00 from State funds to offset the Federal appropriation for the biennium. These Federal and State Acts are administered by this Department in accordance with the laws referred to, there being one Rehabilitation Agent and one stenographer employed. The various activities involved in this work are discussed under suitable heads below.

#### **Purposes of Rehabilitation**

The purpose of these rehabilitation laws is to give all persons of employable age who have been disabled by industrial or other accidents, or who have been incapacitated by disease or by congenital defects from following their former occupation or any vocation, an opportunity to be trained or retrained for some occupation which their physical handicap will still permit them to perform. By such rehabilitation, or retraining, these persons will be given an opportunity for re-employment in work that will return them an amount comparable if possible with that which they were earning at the time they suffered the injury or disease that caused their disability. They will thus be enabled to take their places among wage earners and to become self-supporting, useful and contented citizens.

Study of rehabilitation work and experience with it in other states has led to the conclusion that the rehabilitation of disabled persons requires many activities besides that of training for an occupation. "Rendering a person disabled fit to engage in a remunerative occupation" is now conceived as a complex, specialized, personal service which may take one or more of the following forms:

1. Service leading to physical reconstruction, enabling the person to return to his former occupation or to a new one.
2. Service leading to the supplying of prosthetic or special mechanical appliances and instruction in their use, enabling the person to return to his former occupation or to enter a new one.
3. Service providing persons having certain disease tendencies with working conditions or work favorable to the maintenance of health.

4. Service providing the disabled person with an opportunity to establish himself in an independent business or in industrial employment.
5. Service providing suitable placement for disabled persons not susceptible to formal training.
6. Service providing suitable training for a specific occupation.
7. Service providing suitable placement after completion of a training program.
8. Service providing a "follow up" system to assist the trainee in becoming established in his new work.
9. Service providing maintenance for the trainee and his dependents while he is taking training.

While rehabilitation funds can be used only for training expenses, in actual practice rehabilitation frequently consists of a combination of two or even more of the foregoing services.

#### Eligibility

Any person of employable age residing in the State of Idaho who by reason of physical defect or infirmity, whether congenital or caused by accident, injury or disease, is or may be reasonably expected to be totally or partially incapacitated for remunerative employment in industry or in any legitimate occupation, is eligible to receive the benefits of the vocational rehabilitation service. Every disabled person, both male and female, of any race, who is over sixteen years of age and who is physically and mentally able to receive training or be employed after training is eligible for vocational training. Disabled non-residents injured in Idaho industries and United States employees are also eligible. It is held that the following incapacitated persons are not eligible for training under the provisions of the Act:

1. Aged or helpless persons requiring permanent custodial care.
2. Any inmate of a State Institution or any person confined in a correctional or penal institution.
3. Any person deemed not susceptible to rehabilitation.
4. Persons under the age of sixteen years or persons desiring courses in general education.

Accurate statistical data regarding the number of physically handicapped is not available. However, the number of persons injured each year by accidents alone in the various industries of the country has been estimated by the United States Department of Labor to be more than twice as great as the total number of casualties among the American troops during the nineteen months of the great World War. This does not include the large number of workers dis-

abled by disease, either directly or indirectly traceable to employment, or those crippled from childhood, the blind and deaf, or that vast number injured on the streets, in the home, or in the pursuit of pleasure—all of whom may become beneficiaries of the State and Federal Acts. On the assumption that the distribution of the injured persons of the United States is proportional to the population of the state, Idaho has a great many people injured annually in her industries and otherwise.

#### **General Statement**

The Department in inaugurating its program met with certain difficulties worthy of mention. There were, to begin with, no established standards or precedents for this kind of work. The number and the locality of the disabled were unknown and the first big task was to establish a list of the possible beneficiaries and get into contact with them. Because there were no established cooperating agencies, this work was necessarily slow. There were limited employment and training facilities owing to the fact that the state has no large commercial establishments offering specialized employment and a great many of our industries were either closed down entirely or had their working forces greatly reduced. Such a condition, however, makes the training of the disabled especially desirable.

A considerable amount of time has been devoted to necessary publicity in getting the rehabilitation idea before the people of the state, pointing out the necessity of co-operation by reporting cases of disability, encouraging and advising the disabled person, and, where necessary, furnishing maintenance for the trainee and his dependents while he is taking training. The co-operation of every known agency in the state including employers, labor organizations, members of the medical society, state and county officials, extension workers, charity and welfare organizations and civic clubs has been solicited.

A certain amount of research work was required in each community in order to discover the occupations for which the various types of handicapped persons were fitted and listing the occupations practicable for the one-handed, the one-armed, the blind, or the deaf, the man without feet, the tubercular, etc.

#### **Not the Rehabilitation of Soldiers and Sailors**

A great confusion has existed in the minds of many people relative to the distinction between the Civilian Rehabilitation Service and that which is offered by the Federal government for the ex-service men. This has been a serious handicap in giving publicity to the services offered by the state for the rehabilitation of those disabled by injury or disease.

In the execution of the rehabilitation program the attitude of those involved is of utmost importance—the attitude of the disabled, the employer, and the people of the community. While it is right and just that the burden of the expense should be carried by the State

and Federal governments, yet rehabilitation is, to a large degree, a local responsibility. The state is too large to permit the Rehabilitation Agent to give to the individual the continuous personal attention he should have. Therefore, the progress of rehabilitation will depend to a large extent upon the cooperation of local organizations, employers and the community in general.

The program of vocational training is entirely new and it has been the policy of the Department in promoting the work to build safely and sanely rather than extensively, endeavoring to help only those disabled persons who are willing to help themselves and to provide training for those for whom it is most urgently needed. Civilian rehabilitation, begun within the last two years, is still in the pioneer stage, but with the foundation now laid it is reasonable to expect that excellent results will be obtained and that whatever progress is made will be due in part to the various cooperating agencies as well as to the Rehabilitation Department.

#### Methods and Procedure

Rehabilitation work is essentially a matter of dealing with individuals, not with groups. It involves what is known in social work as the case method—that is, the separate study and treatment, in the light of all factors discovered, of each person eligible. The agency in charge of the work, also, must adopt the policy of going to the individual and informing him of the opportunities for vocational training, rather than waiting for the disabled person to come to the administering agency and prove his case.

In conformity with the principle that the state agency in charge of rehabilitation work should adopt the policy of going after the men, it is necessary to develop a comprehensive system of notification of possible rehabilitation cases. This phase of the work is being accomplished by the aid of various cooperating agencies already mentioned, in which connection the cooperating service being rendered by the State Industrial Accident Board is of utmost importance.

#### Training

In determining the training objective a great many factors are taken into account. An attempt is made to utilize the disabled person's previous education, experience, and training; careful consideration is also given to his present mental attitude and to his social and economic environment.

The actual program may consist of one, or a combination of more than one of the following forms of training:

1. Institutional; 2. Placement; 3. Tutorial; 4. Correspondence.

*Institutional:* This includes all schools whether public, endowed, or private, which are satisfactory to the rehabilitation department. Only when the desired training is not procurable in the state, will the department go outside the state for training facilities.

**Placement:** In many cases the occupation or trade can best be learned under actual working conditions—training on the job. In many instances this is the only manner in which the desired instruction can be secured, and for a great many trades this seems to be the most successful method. When placement is desired, the department will make arrangements with some suitable employer by designating an instructor, agreeable to both employer and Rehabilitation Agent, who is held responsible for the progress made by the trainee. Such training could be afforded, for example, by placing a man in a shoe repair shop to be instructed under actual working conditions by an expert workman who could devote a portion of his time to such teaching.

**Tutorial.** When institutional or placement training cannot be secured or when it is desirable to take the training to the man, owing to the seriousness of the handicap or for other causes, special instruction will be given and the department will arrange for the services of a competent tutor.

**Correspondence Courses:** The department does not favor correspondence courses when any of the above forms of training can be procured and will not approve such courses until a suitable tutor, being conveniently near the trainee, has been secured. In no instance will the correspondence course be bought outright, and monthly payment will not be made except upon the receipt of a report of satisfactory progress made by the trainee.

#### Work Accomplished

Over two hundred cases have been reported to the Rehabilitation Department, but a number of these were so obviously ineligible on account of minor injuries or not susceptible for rehabilitation that they were dropped from the list without files being made.

1. <i>Reported cases in files</i> .....	30
2. <i>Reported cases dropped on account of ineligibility, not being susceptible, or for other reasons</i> .....	21
3. <i>Registered cases where contact has been made by letter or otherwise, and where an interest in rehabilitation has been shown</i> .....	114
4. <i>Total cases reported (in files)</i> .....	165
5. <i>Total live roll, including potential rehabilitation cases, those in training, rehabilitated, placed in employment and closed cases</i> .....	135
6. <i>Surveyed cases where one or more personal interviews have been made by agent</i> .....	94
7. <i>Initiated into a training program</i> .....	43
8. <i>Rehabilitated</i> .....	11
9. <i>Contacts, visits, or interviews with prospective trainees, employers, instructors, etc., regarding trainees</i> .....	471

## REHABILITATION STATISTICS

## Registration of Cases

The itemization below gives detail of 114 separate cases.

Sex		Nature of Disability	
Male	107	Hand	8
Female	7	Hands	1
		Arm	20
	114	Leg	31
		Legs	4
Age		Arm-Leg	1
Under 21	15	Multiple	3
21-30	53	Vision	32
31-40	26	Hearing	4
41-50	14	General Debility	9
51-over	6	Miscellaneous	1
	114		114

Origin of Disability		Schooling	
Employment Accident	69	None	2
Public Accident	6	Grades 1-6	13
Disease	23	Grades 7-9	46
Congenital	16	Grades 10-12	40
	114	Other	13
			114

Disability of Trustees		List of trades for those in training.	No of Trustees
Hand	3	Trades	
Arm	6	Auto mechanics	1
Arms	1	Moving picture operator	1
Leg	14	Law	3
Legs	2	Shoe repairing	5
Leg-Arm	3	Jewelry trade	1
Vision	11	Commercial	7
Body	2	Teaching	6
General	1	Music	3
	43	Chiropractic	1
		Radio operator	2
		Dairy specialist	1
		Commercial art	1
		Osteopathy	1
		Business	1
		Special	1
		Engineering	1
		Barber	2
		Commerce	3
		Journalism	1
		Total	43

**VOCATIONAL REHABILITATION FOR  
THOSE INJURED IN INDUSTRY OF OTHERWISE  
Federal Allotment and State Appropriation**

<b>Income</b>		
	<b>Federal</b>	<b>State</b>
State appropriation .....	\$10,000.00	
Federal allotment .....		\$10,000.00
Carried over from preceding biennium.....		2,500.00
Interest on Federal funds.....		97.75
	<hr/>	<hr/>
	\$10,000.00	\$12,597.75
<b>Expenditures</b>		
	<b>Federal</b>	<b>State</b>
Administration .....	\$ 5,888.64	\$ 5,064.92
Tuition .....	3,165.54	3,074.86
**Interest on Federal funds remitted to the Federal Government .....		97.75
*Reverting to the Federal Government..		4,006.80
Unexpended balance Federal funds car- ried into next biennium.....		353.42
Reverting to the general fund of the State .....	945.82	
	<hr/>	<hr/>
Totals .....	\$10,000.00	\$12,597.75

\*\*Under Federal regulations interest earned on Federal allotments must be remitted annually to the Secretary of the U. S. Treasury.

\*Under Federal regulations on June 30th of each year unexpended portions of Federal allotments for that year revert to the Federal government.

**PROPOSED UTILIZATION OF VOCATIONAL REHABILITATION  
FUNDS FOR THE**

**BIENNIUM JANUARY 1, 1923-DECEMBER 31, 1924**

	<b>Federal Allotments</b>	<b>State Offsets</b>
	<hr/>	<hr/>
Salaries .....	4,410.00	4,410.00
Expense .....	1,525.00	1,525.00
Tuition for trainees .....	4,065.00	4,065.00
	<hr/>	<hr/>
Totals .....	\$10,000.00	\$10,000.00

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